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FOR THE BLIND INC.

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PROCEEDINGS

OF THE

TWENTY-NINTH CONVENTION

OF THE

American Association of Workers for the Blind, Inc.

Chateau Frontenac

Quebec City, Quebec

June 19-24, 1955

Price $4.00

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PROCEEDINGS OF THE TWENTY-NINTH CONVENTION OF THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND, INC.

SUMMARY OF THE CONVENTION OF THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

SUMMARY OF OPENING SESSION

Sunday, July 19, 1954, 8 P.M.

The Convention was called to order by Colonel E. A. Baker, Managing Director of the Canadian National Institute for the Blind, and the assembly joined in the singing of one verse of *Oh Canada,* and one Verse of *The Star Spangled Banner,* and remained standing during the offering of an invocation by His Excellency Archbishop Maurice Roy, D.D., Archbishop of Quebec. Brief addresses of welcome were then offered by The Honorable Hugues Lapointe, Minister of Veterans Affairs for Canada, representing the Right Honorable Louis S. St. Laurent, Prime Minister of Canada, by the Honorable Antonio Rivard, representing the Honorable Maurice L. Duplessis, Prime Minister of the Province of Quebec, by a representative of His Worship Mayor Wilfrid Hamel of Quebec City, by Mr. Henri S. Labelle, F.R.A.I.C., Chairman of the Quebec Division Board of Management of the C.N.I.B., and by The Honorable Justice Joseph Bilodeau, Chairman of the Quebec City and District Board of the C.N.I.B. Mr. Joseph F. Clunk, First Vice-President of the AAWB made an appropriate response. Captain M. C. Robinson, President of the Association, then delivered his Presidential address.

More than 650 persons were present for the opening session, and most of them then walked across to the Mayor's Chambers in the Quebec City Hall, to enjoy the pleasant hospitality of His Worship Mayor Hamel.

ADDRESS OF WELCOME

THE HONOURABLE HUGUES LAPOINTE

Canadian Minister of Veterans Affairs
Ottowa, Ontario

Mr. Chairman, Your Excellency, Mr. Premier, Your Worship, Ladies and Gentlemen:

This evening I bring to you, who are attending the Sixtieth Anniversary Meeting of the American Association of Workers for the Blind, greetings on behalf of the Prime Minister of Canada, The Right Honourable Louis St. Laurent, who is unable to be present himself due to unexpected affairs of state.

Mr. St. Laurent has asked me to welcome you to the City of Quebec, not only in the

name of the Government of Canada, but also on his own behalf as a resident of this ancient city.

As this is also my home, I would like to add my own personal greetings to his.

May I also say that I am pleased to have the honour and privilege of representing the Canadian Government here this evening. To those of you from the United States and Mexico, I extend a very hearty welcome to Canada. I hope you will find your visit here both pleasant and rewarding. The manner in which representatives of the countries which share this vast North American continent meet together in harmony and friendship, to discuss questions of mutual interest is, I think, a never-ending example of neighbourliness to the rest of the world.

It is perhaps appropriate to recall that, less than two centuries ago, citizens of the two most powerful nations at that time, England and France, met just a few minutes' walk from this hotel and engaged in mortal combat to decide the future of Canada.

Since that time, those two peoples have learned to settle their differences amicably, and have found that co-operation and understanding can yield much greater rewards than friction and strife.

You will all remember, I am sure, that this city was the site of a very important wartime meeting between President Roosevelt, Sir Winston Churchill and the then Prime Minister of Canada, Mr. Mackenzie King. They reached decisions here which had far-reaching influences on the course of the war, and on the free peoples whom they served.

I hope that you, too, will find your choice of this ancient city as a site for your meeting to be an excellent one, and that the knowledge you share and the decisions you reach here will help you in your work of service to the blind citizens of our three nations.

May I take this opportunity to express the sincere admiration of my colleagues and myself, as well as of all Canadians, for the good work being done by the Canadian Council for the Blind and the Canadian National Institute for the Blind, and by their counterparts in the other nations represented here this evening.

Your work can never be replaced by any government agency. Not only do you have many years of experience with these problems, but you can render a more sympathetic and personal service which government bodies, controlled as they must be by impartial laws and regulations, cannot possibly give.

Governments have the duty of supplementing the work of private welfare organizations but they cannot substitute for them.

I would also pay tribute to the resourcefulness and courage of blind persons in Canada and elsewhere who, daily, are proving themselves to be useful and productive citizens in spite of their serious handicap. They are a source of inspiration, and sometimes of reproach, to their fellow citizens.

The Department of Veterans Affairs, over which I have the honour of presiding, is responsible for the welfare and rehabilitation of about 375 veterans who lost their sight while serving their country. We are deeply indebted to Captain Robinson, Colonel Baker, Captain Woodcock, and the organizations in which they serve, for the assistance they give us in the encouragement, training and employment of their former comrades.

I am sure you are well aware of the interest of the Canadian Government in the welfare of our other sightless citizens as well.

In recent years, in common with governments of other lands where the citizen is an individual and not merely a statistic, we in Canada have been engaged in building up a system of social security in which we feel we can take pride. One of the first of the measures in this category, passed by the Parliament of Canada, contained provision for assistance for needy blind persons, in co-operation with the provinces.

This legislation, first enacted in 1937, has been steadily improved since that time, and legislation has been presented to Parliament during this present session to make this measure more generous still.

As a result of existing laws, at the present time over 15,000 or 75% of the blind in Canada receive the maximum allowance. In addition, the federal government is financing four new glaucoma clinics, two in Montreal, one in Toronto and one in this City of Quebec.

We also have a programme of remedial surgery under which 75% of the cost of eye operations for the restoration of sight is borne

by the federal government and 25% by the provincial government. It is indeed heartening to note that 60% of the cases in which surgery has been performed have been successful, and sight has been restored to a point where pensioners have been able to resume a more normal life.

As a result of the emphasis on remedial treatment programmes, the total number of known blind in Canada fortunately has remained almost stationary in recent years despite our rapidly expanding population.

In our social welfare planning, the interests of our sightless persons is ever in our thoughts. You will understand, however, that legislation for the benefit of the blind must always be considered as a part of our whole social security programme, which includes the disabled, the aged, our children, our veterans, our unemployed, and others.

As a matter of interest, I might point out that, 40 years ago, public expenditures by all levels of government cost the Canadian people $15,000,000. Today, the Federal Government alone is spending 80 times as much—$1,200,000,000—which works out to about one quarter of the Federal budget.

In closing, may I assure you that those who do not enjoy the advantage of sight will continue to command not only our warm admiration, but also our unfailing support. And may I repeat the sincere appreciation of the Canadian Government, and of those it represents, for the enthusiastic, whole-hearted co-operation so freely given by the organizations represented here this evening.

On behalf of the Prime Minister, and myself, I wish you a happy and successful convention, and a safe return to your homes at the end of your stay in Quebec.

REMARKS

HONORABLE ANTOINE RIVARD

Minister of Transportation and Communications and Solicitor General (Representing the Prime Minister of the Province of Quebec)

Mr. President, Excellency, Mr. Minister, Mr. Beaupré, Ladies and Gentlemen:

It is my pleasure and my duty to extend to you on behalf of the Prime Minister of the Province of Quebec, the Honourable Maurice Duplessis and also of the Government of the Province of Quebec, a most hearty welcome in this Province.

We feel very happy and very honored in your choice of this important Capital City of Quebec as the site of your Convention. We are happy to see you here and we are assured that due to the work of your Quebec organisers you will really enjoy the hospitality of Quebec, which has a reputation of which we are very happy. I am sure that your stay amongst us will be a happy one. Our people have for you, for your work and for your organisation a great admiration.

As my colleague from the Federal Government told you, for many years now, due to the co-operation of the Federal and Provincial Governments, the blind people of Canada are now entitled to the help of the State, which they deserve. But the State cannot do everything, the State must not do everything; on the very day that the State will do everything we will have killed in the heart of the human race, the highest rule, the best quality, that of charity. And it is through work of private individuals, through the results of private charity, that the work is done in a better way.

Here in Quebec we have institutions, we have organisations who have been working for years in the modern way. Each year we have a campaign carried on in the District of Quebec where we are now. I have had the honor of being Chairman of these campaigns for the last three years and I must say that these campaigns have been more and more successful every year. The objective has been raised every year and every year we have gone over that objective which had been set. This means that our people, that our population, understand their duty, their social duty, in this respect, and this is why our own population in the City of Quebec, in the Province of Quebec, are so happy to have here a convention of people who are so important, who

want to co-ordinate their work for the same purpose.

We know that in the darkness which surrounds the blind we can have a light which will illuminate their lives. Sympathy, admiration, the effective help of the population towards them will help to make their lives normal.

Ladies and gentlemen, I am sure that this Convention will be successful. I wish the greatest success for your work, not only for the success of this Convention, not only for the success of your Organisation, but also for the greater happiness of the whole community and of all our people. I thank you.

REMARKS

MR. HENRI BEAUPRÉ

(Representing his Worship Wilfrid Hamel, Mayor of Quebec City)

Excellency, Mr. President, Honorable Ministers, Ladies and Gentlemen:

My first words will be of regret that his Worship Mayor Hamel was unable to be here in person to extend a greeting for the City of Quebec. His chambers in the City Hall will be open and you are all cordially invited to be his guests after this session.

The City of Quebec is different from all others in North American Countries, it is different by the languages of its citizens and it is different by its customs and its old world atmosphere. Let me suggest that you find time between meetings to roam around and get acquainted with our people; to visit some of our old churches and to view some of the old fortifications which still stand after so many years.

I wish you a successful Convention and hope that you will enjoy your stay in the City of Quebec and that you will feel at home. May you enjoy your stay among us as much as we enjoy having you.

REMARKS

HENRI S. LABELLE, F.R.A.I.C., Chairman

The Canadian National Institute for the Blind
Quebec City and District Board

As president of the Canadian National Institute for the Blind, for the province of Quebec, I wish to express my thanks to his Excellency Monseigneur Maurice Roy, Archbishop of Quebec, The Honourable Hugues Lapointe, representing the Right Honourable Louis Saint-Laurent, Prime Minister of Canada, The Honourable Antoine Rivard, representing the Honourable Maurice Duplessis, Prime Minister of the Province of Quebec, Mr. Henri Beaupré, representing his Honour Wilfrid Hamel, Mayor of the City of Quebec, for being present, at the opening, of the 29th Convention of the American Association of the Workers for the Blind.

To the members of this Association, I wish, to extend a most hearty welcome in behalf of the Canadian National Institute for the Blind and hope you will enjoy your stay in Quebec. You will find a good many things here somewhat different from what you have in your great country.

For instance, you will find, that a goodly proportion of the population, which is of French extraction, does not speak a word of English, and, a smaller proportion, which does not speak a word of French. You will find yet another group, who, through their acquisition of both the Latin culture & the Anglo-Saxon culture who is bilingual. Just picture for yourself what would be a North American, who is a mixture of a resident of Washington, D. C. and of Paris, France. Ladies and Gentlemen, what a mixture that makes! I must say though, that their greatly opposed characteristics have been attenuated somewhat during

the past two hundred years and now harmony reigns between them. As to their qualities I leave that for you to discover by yourselves during the convention.

The Architecture of Rural Quebec, has a charm all its own. Parishes, the foundation of which, go back almost 300 years, still have examples of churches and houses built by devout settlers from the French Provinces of Normandy, Brittany, Picardy, etc. . . , and in these villages you will find sights which cannot be seen anywhere else in the North American Continent.

Ladies and Gentlemen, to use an expression which is dear to the heart of the Inhabitant of Quebec: Soyez tous les bienvenus et que le bon Dieu vous Bénisse.

REMARKS

HONOURABLE JUSTICE JOSEPH BILODEAU, Chairman

The Canadian National Institute for the Blind
Quebec City and District Board, Quebec City, Quebec

Your Excellency, Mr. President, Hon. Mr. Lapointe, Hon. Mr. Rivard, Ladies and Gentlemen:

As President of the local Board of The Canadian National Institute for the Blind, I am pleased to attend this opening session of your Convention and on behalf of the Directors of my Committee, to welcome you to this City of Quebec. May I express my deep appreciation for your visit to our City.

I have noted in the program that special attention will be directed, during your sessions, to rehabilitation. I congratulate you! I think that this program will require the co-ordinated efforts of all those interested in the welfare of the blind people in order to return them to gainful occupation.

And now I hope that your deliberations will be fruitful and that you will take back with you a wonderful souvenir of our City.

RESPONSE TO ADDRESSES OF WELCOME

* JOSEPH F. CLUNK, First Vice-President, AAWB

Managing Director, Philadelphia Branch, Pennsylvania Association for the Blind
Philadelphia, Pennsylvania

It is a distinct personal pleasure for me to present the American Association of Workers for the Blind to our Canadian hosts.

In 1928 the Canadian Immigation authorities at Niagara Falls, Ontario, were sound asleep when I passed over the border and became an immigrant to this wonderful Dominion of Canada. Colonel E. A. Baker, Managing Director of the Canadian National Institute for the Blind, was a very gullible young man and had not learned how much to discount American reports of the achievements of us Yankees and because of this faith he invited me to join the staff and to try to build a placement department for the blind in Canada. Before the Immigration authorities awakened to the fact that a roving salesman had invaded the Dominion, I spent nine grand and glorious years in this country and became acquainted with every main street in every principal town, city and hamlet from Victoria to Cape Breton Island, and from the Lakes to the Artic Circle. Then our Yankee friends demonstrated their innocence and gullibility by believing Canadian reports and in their innocence invited me to return to the United States.

For me, this is an occasion that is overflowing with sentiment and I am somewhat bewildered as to whether or not I am at home now or will be returning home after this Convention.

It is not the custom of any officer of the

* Visually handicapped.

Association to guarantee the good character of our membership when we are in Convention and in a new place. However, I want to break custom by guaranteeing to our membership that they are in a land where the maximum freedom of thought and action exists, where fair play and a square deal are not talked about because they are every-day elements in daily living and are assumed as existing at all times, where trail blazing and pioneering is commonplace and our membership can look forward with unqualified and unabated anticipation to the most enjoyable week of experience any of them has had regardless of how old they may be. This will be a week that will not be surpassed at any time in the future, no matter where we may travel.

South of the border we have learned to look north not only for guidance from the North Star but also to our friends for guidance in all our official activities.

In behalf of the membership of the American Association of Workers for the Blind I assure you that we consider it a privilege to hold our Convention in Quebec City, and we will do our best to leave you as pleasant a memory of our visit as we shall have of it.

PRESIDENT'S ADDRESS

*** CAPTAIN M. C. ROBINSON, M.B.E., President, AAWB**

National Director for Western Colorado, Canadian National Institute for the Blind
Vancouver, British Columbia

It is a tremendous thrill to me to see so many of you here tonight, and to be able to welcome you on my own ground, so to speak, here on Canadian soil. With my colleagues from every part of our great country, I share the pride which belongs to us all in extending our greetings and our hope that you will find our meeting profitable, that you will leave us with the happiest and fondest of memories, and that those of you who have come from our sister nations to the south will have been so inspired as to want to return to Canada at an early date. We in Canada will look forward to such a reunion.

In a few days now I shall have the privilege of handing on to my successor, whom you will elect later this week, the responsibility of serving you in our united effort to carry our work forward to ever greater heights, and to that success for which we all hope in providing for the blind of the Americas an ever-expanding horizon toward which we shall all set our faces. To bear that responsibility is a great privilege, not easily discharged and not possible without your loyal and unstinting support. I know that you will accord to your new President, whoever he may be, that same measure of support and encouragement which you have so generously accorded to me during the past two years.

Looking back over these years, it is possible to discern some marked progress along the highways we have all been travelling in the direction of our goals. For example, here in Canada, during the past two years, we have, with the help of the Canadian Government, set up a Vocational Training course that is bringing to new staff members greater knowl- Canada. We have sought new avenues of employment that have led sightless Canadians to greater financial independence. We have developed our Prevention of Blindness program to the point where we have served more than 51,000 clients. In recognition of this work Colonel Baker was awarded the Leslie Dana medal. He is the first Canadian to receive this honor. We have continued to build new residence and service centres across the nation to bring our service to the blind to an all time high. By the end of 1955 we shall have one of these modern centres in every major city of each district in Canada.

Across the border, you in the United States have made great strides. With the impetus and the stimulation given by your great President Eisenhower, you have amended your Vocational Rehabilitation Act, and in so doing, have established for yourselves far greater goals in rehabilitation than had been thought possible. You are already more strongly mustered than ever before, and are

* Visually handicapped.

well along on your march toward your President's goal of 200,000 rehabilitations annually, by 1959. Your program will require hard work, and you will encounter many problems, much discouragement, and unforeseen difficulties. Do not let them discourage you, consider them as a challenge to ever greater efforts in your own particular responsibility.

You have a great opportunity which I am confident you will grasp and will develop to the full. Here I would remind you of the great debt which you all owe to the recently retired Chief of Services for the Blind in your Federal Office of Vocational Rehabilitation, Mr. Maurice I. Tynan. His long and faithful service to the blind of your nation has contributed most substantially to the success of your program. In your behalf, I express your thanks and your good wishes to him in whatever activity in which he may elect to engage in the years to come.

Again, in the field of social security, you have moved ahead, and are continuing to seek for your blind greater advantage and greater economic security. With the increasingly marked liberality of views in the social consciousness of your citizens, undreamed of progress can be yours if you will but mobilize yourselves into a strong and united voice, speaking for all the blind of your great nation. To do less is to vitiate your strength and to jeopardize your opportunities. Nor are you alone. For the whole world, or at least that part of it that is associated with the World Council for the Welfare of the Blind, has earnestly taken a new look and a long look ahead, and has set its face toward ever expanding horizons of its own in seeking for the blind everywhere a fuller and richer life. Nor should we be unaware of the important development and work for the blind of Mexico and many of the South American countries and in territorial areas. Under the leadership of my own chief, Colonel Baker, the World Council last year, in Paris, adopted a set of resolutions which when implemented, will carry our work everywhere to new heights. These resolutions are designed to lift millions of the world's blind to a status carrying them to a higher plane than was dreamed of a quarter a century ago. Several of your colleagues, in addition to Colonel Baker and myself, were privileged to attend these sessions in Paris—among them Joe Clunk, Alfred Allen, Bob Barnett, Eric Boulter, Bob Thompson, Pete Wood, George Card, Ed Waterhouse and Mrs. Bending. Each made a useful contribution to the advancement of the work of the Council and thus to the cause we are all striving to serve. I am sure they share with me a sense of real achievement.

Another noteworthy achievement was the convening last year, in Paris, of an international conference on Braille Music Notation. Agreements were reached which will make possible further standardization in the use of an international braille music code, and the international cataloguing and distribution of braille music. Your colleague Harry Ditzler, chairman of the sub-committee on braille music of the Joint Braille Committee of the AAWB and the AAIB, represented the United States along with others, including Mr. Louis Rodenberg, Braille Consultant to the World Braille Council.

It would be improper to burden you with a long speech. But I must take particular note of the work of some of our most active committees, who have toiled so diligently in promoting the business of the AAWB since I last reported to you, at Houston, Texas. I am profoundly grateful to all members of all the committees, and want at this time to express publicly my particular thanks to a few, among them Mr. Hulen Walker and Mr. Philip Harrison who have done yeoman work in building up our membership, and additionally to Mr. Harrison for the good work that he has done as Chairman of the Committee on Co-operative Relationships. I owe a great debt to Dr. Cummings, who has carried a heavy responsibility as Chairman of the Legislative Committee and an even greater burden as Chairman of the Ethics Committee which has the responsibility for awarding to approved agencies the Association's Seal of Good Practice. I am most grateful also to Miss Kathern Gruber who with her associates has put in a vast amount of time and energy in preparing for later presentation to the convention a report on Long Range Planning—a sort of blueprint which you will wish to consider in your effort to chart your future course. Still another Committee which has labored long and devotedly

is the Braille Committee. Serving with a similar Committee of the AAIB, as a Joint Committee, it has almost completed a long and arduous job. This too, you will hear about later on in the week. My particular thanks are here expressed to Miss Marjorie Hooper, who as secretary of the Joint Committee has carried on an almost herculean task in the preparation of the volumes of manuscript copy required by the committee. She deserves a medal! You will hear from these and other committees later in the week, but you ought to know and I want to take this opportunity to impress upon you the fact that these committee responsibilities are in no sense merely sinecures, but in fact assignments which place heavy demands upon a most loyal and devoted group of members. We are all greatly in their debt.

I am delighted to report to you that we have now achieved another ambition of some of our members when, a couple of months' ago, the Association became duly incorporated. This was carried out in the District of Columbia and my thanks are extended to the committee responsible.

I owe a great debt of gratitude to our ever efficient and conscientious Secretary-General, Alfred Allen, without whose assistance my work would have been intolerable. As it is, the experience has been a great pleasure, and I thank you all for the privilege of serving as your President. Thank you.

PAPERS PRESENTED AT GENERAL SESSIONS

REVIEW—REACTIONS OF SOCIETY TO BLINDNESS AS AN ECONOMIC HANDICAP UP TO 1930

FATHER THOMAS J. CARROLL, Director

The Catholic Guild for the Blind
Boston, Massachusetts

We have all heard chairmen who took all the time of the speakers—who acted as though their introduction was the highlight of the program. It's not very often, though, that a speaker gets the excuse that I have—of having his introductory remarks listed in the program as a speech.

However the talk of mine is listed, it is still an introduction. It is in no sense intended to be an historical appraisal in terms of names and dates. These things you or I could get from historical research on the subject. We could get a lot of it just by reading some of the books which tell of the history of blindness and its treatment.

This introduction, instead, is supposed to be in terms of my role here. I am politely called the chairman; and privately referred to as the moderator of the session—and incidentally the one session takes two days, today and Wednesday. But my instructions are that I am to do little in the way of moderating,—unless that be the title of the third man in the ring—and if at any time the sessions appear to be becoming moderate I am to act in the role of stimulator.

I give you, then, some thoughts on blindness as an economic handicap, and the reaction of society to this fact up to our day. I give you some principles to keep in mind—for purposes of acceptance or rejection—as the speakers of the day give their talks. I give you some thoughts on the general principles operating in society in the historic past as a backdrop against which to see the remarks of the speakers who will enlighten and impress you.

My job is to give you not the detail of names and dates, but the global view of the reactions and interactions of movements, of currents, of the thoughts and the feelings of people—of economic trends—and even of moral implications and influences on people. It is to give you definitions and areas that are ill-defined. And to bring you to 1930—and the day of an historical step in the United States, or better to our day and the thinking of the world. For it is the thinking of the world that will be given to you by the speakers in this session for these two days.

Perhaps the very first question for consideration is the title of this two day session—*Blindness, An Economic Handicap.* It suggests some acceptance of the notion that blindness is a multiple handicap, that it has many facets. We know of blindness as an educational handicap (and in fact this took up

much of the thinking in this field from the first half of the previous century until the early part of this). We know of blindness as a social handicap, and there are many of us who are willing to say that this is one of its most devestating aspects. Our own day has begun some thinking on blindness as an employment handicap (although up to now it has not been sharpened to the degree that some of us would like; and of necessity much of it has been in the terms of income, and therefore in terms of our topic today.) But today we talk of the economic handicap specifically—and by itself—in order to understand more clearly its meaning to society and to ourselves.

So many speakers talk about "this changing world" that it could become an empty platitude. But it is not! We have lived through a time of change—but it is not yet over. We are in the midst of revolutions in thinking so vast that our day cannot see them. And change is still about us.

We ourselves must rethink many things and it is important that we *think* them and not just *feel* them—that we understand our emotional attitudes to these problems and harness them rather than ride to their bit and rein.

We do well to know the past if we can keep from having all our rainbows there—if we can learn from it, and yet not be ruled by it.

If we are to learn, it is by seeing how different circumstances were. Yet how similar were men. Basically similar and yet creatures of their age. And how different the effects, the meaning, of two different cultures.

When talking of blindness as an economic handicap in our day there are three main factors that must come up:—1) Diminution of *income* to nothing, and 2) a great increase in *outgo* from "sickness expenses, and 3) expenses incident to blindness.

But:—how different were all these in an age of barter—and even in an earlier farm community almost up to our own century—Not that I suggest blindness was necessarily easier. But I do suggest that all three factors were different things—income loss—sickness expenses—and expenses incident to blindness.

And they had a far different meaning. A force has come upon us which makes financial status a symbol for the poor and middle class that it never was before. There is a strong prestige factor— a social factor—that demands to be considered in our thinking.

The industrial revolution—and the more recent mass-production-for-mass-demand revolution have changed the whole meaning of blindness—and of economic handicap. (And, incidentally, who among us is researching the future for the effect of the automotion revolution?)

The breakup of the small community and the development of the city has had no small effect (for good and bad) on blindness as an economic handicap.

In the small community—and particularly where families were raising a part or the whole of their own living—often enough the meaning *to feeder and fed* of "just one more mouth to feed" was vastly different from the parcelling out of funds.

And how different it is to receive in kind! (From my own experience of being raised in the fish city of Gloucester, I can tell you, if you don't know, that it makes a lot of difference whether you're given a fish or a fin.)

And—though perhaps it does not belong directly in considering the economic handicap—how different was the feeling and the social status of the blind weaver, the blind basket-maker in a *craft* civilization—from that feeling and status in our era when crafts are "busy work"—and certain crafts are the marks of the stereotyped blind!

But perhaps the great symptomatic historical sign of the economic debasement of blind persons is the debasement of the noble word—*"charity"*.

Charity was somehow made by society to become a cold philanthropy, and worse. It came to mean the substitution of money (and usually a paltry sum) for the giving of love. It meant rejection—pity—the handout in place of human understanding and friendly help.

Yet this was originally the virtue that gave not cold coin of the realm but self. In terms of social work or psychiatry, it meant an adult-giving-love, not a possessive thing. It meant giving not from need or guilt or fear —nor yet a giving only because of God's command—but rather from a love that was based on the love of God.

How different the history of so many of society's reactions! How different the poor

laws that were the basis of many of our own.

Somewhere along the way new influences crept in—and among these was a belief that blindness was divine punishment and usually that poverty was as well.

At some stage, the blind were seen as guilty of their blindness—the poor as blameworthy for their poverty. Is the blind person a sign of God's punishing hand? How great in this instance would be (and was) the effect on public attitudes.

Old New England made a distinction for itself between the "deserving" and the "undeserving". And it established its foundations for the "amelioration of the condition of the worthy poor". But it was very difficult for a culture which made such a virtue of frugality to believe that the disadvantaged were not somehow to blame.

And so much of the relief was work relief. This is not to criticize the all-important factor of work, of placement, or of shops. It is rather to see and to note in passing a reason why shops and work relief preceded financial grants.

Our poor houses were poor farms where the worthy poor would work and the unworthy be forced to it.

And lest we criticize too much, we should realize that many factors were at work. Basic however was the question:—

> Should the poor be blamed?
> Should the poor be helped?
> Should the poor be put to work?
> Should the poor be ostracized?

These people (our forefathers—our grandparents even) were capable of love—of charity—but cultural factors gave them strange operational principles. And all their ideas of "bad blood" and "weak family lines" (somehow imputable to the poor or handicapped person) were great influences blocking the path of understanding.

But meanwhile individual charity was ceasing to be the answer to the economic handicap of blindness. The new complexity of society meant the growth of a new obligation—and obligation to the blind—and to all handicapped groups—in terms of the virtue of Justice—and specifically of social justice.

An obligation (as yet not completely defined) on society and on each of us as members of society.

Is there reason for us to reconsider our thinking on blindness as an economic handicap? I believe that there is. And out of the many more things that should be said—I give you this one thought—perhaps unfairly emotional, since it is directed to some of our own frustrations:—

If, as I do, you see blindness as a multiple handicap consisting of some 20 separate though overlapping losses, then do you also see which single one of all the 20 society could conceivably completely restore? It is the loss of financial security—with all its numerous connotations for the family, the environment, and the person himself who is blind!

Introduction of Dr. Cholden

And now for the introduction of the first of the speakers of the day:

As you know he is an M.D. whose specialty is phychiatry. In days when many people still fear the psychiatrist—as the medicine man—I should perhaps give you something more about Dr. Louis Cholden. He is a very warm and understanding human being. To him blindness is not an abstract nor blind people a stereotype. Blindness is something that has happened to his friends—and blind people are those he has known.

Formerly at the Kansas Rehabilitation Center while fellow at the Menninger Clinic, he is now Acting Chief of the Chronic Psychiatric Service at National Institutes of Health—Dr. Louis Cholden!

Introduction of Dr. tenBroek

Now if Dr. Cholden was a controversial figure because he is a psychiatrist—our next speaker is a controversial figure in his own right—which makes three of us up here!

Now, as far as I am concerned, controversy can be good if it helps us to reach truth. But the trouble with us controversial figures—and particularly where we speak with emotion—the trouble is that often people listen with closed minds—closing in or closing out a point of view.

I could introduce him with his long list of degrees—could give you his educational and professional background. Instead I give him to you as the brilliant leader of the National Federation of the Blind—Dr. Jacobus tenBroek.

THE EFFECTS OF MONETARY GIVING ON HUMAN BEINGS

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Department of Health, Education and Welfare
Bethesda, Maryland

The serious consideration of today's subject "The Effect of Monetary Giving" was somewhat disconcerting to me. We all have experienced the giving and taking of money in our lifetimes, and we can recognize a multitude of effects or reactions in ourselves. Therefore, at first, this subject seemed too large to consider—without being excessively vague and general. More than that, it led me to a kind of quagmire or swampland of ideas. For as I proceeded to think of any single aspect of this subject, I would find myself looking deeper and deeper into areas that seemed bottomless, and that I was strangely reluctant to explore. For there was a dark haziness enveloping this subject. I read books and articles to illuminate my thinking, and found very little help. I then considered holding my thoughts to the surface, before getting caught in the depths below. This prospect of staying on the superficial level seemed much more pleasant and easy, but the quicksand of curiosity drew me further in the desire to see where my thinking might lead.

For example, when thinking of the effect of monetary giving on the giver, there is an immediate realization that the giver gains some satisfaction in his act. In studying this satisfaction, one wonders if it is a result of feeling as did John Donne that "no man is an island entire of itself," and "any man's death diminishes me, because I am involved in mankind. . ." That we are each indeed our brother's keeper, and one man's need is everyman's misfortune? This then might explain the satisfaction one might feel in giving to another human being. It would indeed be a high state of maturity when man experienced his common humanity with other human beings. A state seldom achieved. It was pleasant, salutary, and rather gratifying to think that man gives because "he is noble." I then wondered about the meaning of nobility, I looked in some of my books, talked to a minister, looked into my experience with people and their motivations, and considered more what "noble" meant. Its connotation seemed to be associated with wealth and high station. Somehow the picture of the Feudal lord or noble of the Middle Ages giving to the serfs intruded itself into my thinking. Even the derivation of the word generous is "of noble birth."

Similarly, when I asked myself, "what is the effect of giving on the receiver?" The first answer was "why, the receiver is grateful." Of course, I then recognized some of the fallacies of the simple answer, as I tried to recall my own personal experience, and the experiences of friends and patients. I was reminded of the last scene in a movie when St. Vincent de Paul instructed a new nun that she must be humble when she gave, for she committed the terrible deed of making a person a receiver. I recognized again that the simple answer would not satisfy you who are kind enough to give me your time, nor would it satisfy me, as one who is expected to have considered this topic.

However as one thinks of this subject of human interaction, one can see that some vagueness can be dispelled, if we attend to areas where study has already opened some doors to knowledge. But let us keep in mind from the first the error inherent in this sort of generalization, for we are not yet able to envelop and categorize people so clearly, that we can speak of "the" effects on "the" human being when he gives or takes money. For the glory of the human being is his uniqueness and difference from all other such beings.

I would like to approach today's topic by dividing it into a consideration of the effects on the three main parties to the giving transaction. Namely, the giver, the dispenser, and the receiver. This omits many of the other facets of the giving process, for instance, the solicitor, or the opinion of society. But time will only permit a few thoughts concerning these three main subdivisions of this far reaching subject.

Let us think first of what is meant by the word "effects." Does it mean that we are looking at the response of the person to giving or taking money? This response will be related to the reasons or motives that impell a person to give or take money. For the "effect of monetary giving in human beings" is largely determined by attitudes and feelings surrounding the whole inner meaning of giving and receiving. We will therefore recognize that there are many levels of considering the effects of this monetary giving. In fact, the reasons or motivations directing one party in giving or taking, may strongly affect the response of the other party to the transaction. One might think of the effect on the giver, when he gives to the ungrateful receiver. Or the effect on the receiver when he accepts from the grudging dispenser.

In considering the giver, I wondered why man acts nobly at some times, and less nobly at others. Or, why some people seem to act generously, and others seem to act in a more self-centered manner. I found some information on this in the literature, described in terms of the altruistic and the egoistic parts of the personality. I was surprised to learn that tests on people of all ages, including children, showed altruism is in no way related to intelligence (Sorokin). That there is no relationship between the level of intelligence and the level of altrusim or egoism. In another study (Turner) it was shown that children from 6 to 9 showed a certain degree of altruism, and this amount of altruism was not increased, as they grew older. It was surprising to learn that one's altruistic development stops, so to speak, at the age of 9.

I believe I shall have to evade the very basic question of the inherent altrusim of man, versus the learning of altruistic behavior via the rules and rewards of culture and society. Time would not allow me to consider the very copious data on that subject. I might mention, however, Dr. Hebb of McGill University, who observed altruistic behavior in chimpanzees that were close friends. This brought to mind some of the anthropological studies on primitive tribes, which indicates a considerable amount of charitable and self-sacrificing behavior. However, it is to be noted, that here reciprocity is primary. Malinowski in "Crime and Custom in Savage Society" describes generosity as an essential part of the social system of Trobriand islanders—"generosity is the highest virtue to them" but it is not a one-sided affair. In this, and all the other manifestations of their social order, the altruistic behavior is based on a well-assessed give-and-take. Always mentally ticked off, and in the long run balanced out.

Now let us look for a moment at some of our present-day reasons for giving money. First, we usually give money only to people who are not so well-off as we are. Consequently, in the giving process, we acknowledge a difference in economic status. The greater the difference in economic status, the more we are impelled to give. This is the reason that beggars will wear their worst clothes, for they want to emphasize this difference in economic status. The well-dressed beggar would not get very far. This has certain effects on the giver when he makes this donation. First, he recognizes himself more clearly as a more fortunate human being. Second, there is a sense of beneficence, a culturally accepted value which equates goodness with charity. Since a good man is supposed to be aware of an obligation to contribute to the welfare of his less fortunate brother.

However, the sense of inequality, whether economic or physical, is associated with a peculiar feeling of guilt in the more fortunate in relation to the less fortunate. This has many manifestations, some of which may be shown by excessive generosity, as a means of expiating the guilt of having more; and some are shown as rejection of all giving, based on the desire to deny this inequality, and the feelings it produces. This guilty pre-occupation with the economic differences, for example, is expressed in what is sometimes called "the New Englanders' hairshirt." Particularly with people who have inherited wealth and recognize that their fortunate position is not personally gained by their own efforts, but rather from inheritance. In this circumstance the feeling of discomfort for being in a more fortunate position is expressed and neutralized so to speak, by joining boards of philanthropic organizations and giving beneficently.

Obtaining money without effort would seem often to be guilt-provoking. For instance on TV give-away programs, it is usual for winners to offer at least a good portion of prize money to charity, so that they do

not feel badly about getting it without working. Thus, contrary to popular opinion it would almost seem that man feels it to be basically important to earn his money, otherwise to feel that it is undeserved. One way to rub the taint off is to give some of this money to a charitable enterprise. You will remember that "it is easier for a camel to pass through the eye of a needle, than for a rich man to enter the kingdom of Heaven."

Many of our cultural concepts of giving have religious derivations.

The charitable man is considered closer to heavenly reward than the stingy, nongenerous man. For instance, one presumed that Old Scrooge wasn't likely to get into heaven with his miserly means, although he was not a thief, just overly thrifty. However, when he turned into a charitable man everybody was able to feelingly say, "God Bless You" and we were all sure that he was going to get his reward sooner or later. This feeling, that charitableness is next to Godliness, may be related to the concept of reciprocity in charitable or altruistic behavior. That the Lord is looking over one's shoulder and gives merits for contributions (beggars at Church doors). These seem to be values which are acquired as we develop an awareness of our culture's rules of living.

We can likewise balance our conscience by charity. If we have been bad, we should do something good to atone for it. A Common good that can be used for atonement is giving to the less fortunate. This points up the aspect of giving for the expiation of sin or guilt. It is a balancing of the ledger. Here the person is not giving because he is fundamentally interested in the receiver and wanting to help another human being. Rather, he is giving because of a personal discomfort, some feeling of uneasiness with himself and He is giving by a culturally acceptable financial method to raise a depleted self-esteem. There is also the related superstitious belief that charitable giving will be rewarded or prevent mishaps. This seems not much different from the burnt offering or sarcrificial giving to appease the angry gods. Often people will make such a charitable offering before some crisis or emergency in their lives. The concept of reciprocity is inherent in giving of this nature. It is "bread cast upon the waters," which "will return twofold."

Another reason for giving might be called identification in psychological terms. It is the feeling of putting oneself in the other person's shoes, so to speak; a kind of adoption of another person's attributes. In the extreme this is shown by people who cannot stand to read of someone dying, having an accident, or getting cancer. They will go to pieces if they are in close contact with catastrophe or serious illness. Even this has deeper roots. For those people who unconsciously feel poverty, blindness, or accident are punishments for sins, may react so strongly because they feel themselves also to be sinners, and presumably liable to the same punishment. Such a person may give money in order that the handicap, catastrophe etc. will not happen to him. A kind of psychological preventative medicine. For example, it would not be easy to raise a fund in the United States to wipe out Loa-Loa, a very dread disease found in Africa. For none of us could identify with Loa-Loa sufferers. We do not think we will ever get it. Why aren't we concerned if we are really altruistic human beings. It would not be nearly so difficult to raise a fund for the prevention of TB, cancer, or infantile paralysis. Since we might contract these diseases here, a contribution is something in the nature of an insurance policy. We consequently hear the campaigns tell us how terrible these diseases are, saying in effect, "give so that it will not happen to you." These are certainly valid reasons for giving. This type of identification will have particular appeal in causes associated with alleviation of bodily mutilation. For the anxiety and fear of such mutilation lies deep in all of us, especially in relation to punishment for our sins.

Let us look at some of the social reasons for making contributions. In a rather interesting study (DeRoss) made in a city of Eastern Canada, the structure of fund raising activity was described from a sociological point of view. First, it was notable that the givers were not particularly concerned with the recipients of the drive. It is simply in the social structure to give. Giving is a duty, never a joy—X gives me money for my project, and I give him money for his project, naturally. There are

punishments and often career and social penalties if the expected norms are not maintained. There are clear and expected contributions controlled by a small group of men who pass out punishments and rewards. The effect of this pressure on the giver is a mild resentment, but he knows if he wants to attain and maintain certain social status he must play the game according to expectations. Certainly a significant amount of monetary giving is motivated by similar social expectation and social pressure. This would include the sense of social approval in the mechanics of giving, for philanthropy holds high status value in our social hierarchy.

Sometimes interesting reactions are seen in those who are acting as agents for philanthropic organizations; people who are not giving their own money to clients, but dispensers of money and aid. For example, our workers in agencies for the blind who are occupied with giving financial or other aid. One may recognize many problems emerging in this type of relationship. H. Robert Blank has described some of these problems in terms of transference. That when there is an over-identification with a client as "crippled", "defective" and "castrated" this manifests itself in terms of being unable to think clearly and focus on the client's problem. For example, the worker who identifies too strongly may show a high level of anxiety when he has to say "no" to the client. Such a worker feels any limitation to be a hostile act for he has already put himself in the client's place unconsciously. And in terms of himself identifying, empathising, or putting himself in the client's place he says "we deserve everything we ask for, we have to be protected from any burden or frustration, because we are helpless and crippled."

It seems so peculiar too, that some people having the same deep feeling for a client will respond in exactly the opposite way. It is as though they cannot stand the pain of this identification, and then they take the road which might say "we have nothing in common, I have no sympathy or identification with you." This is similar to the blind person who will have absolutely nothing to do with any other blind person. It might be considered a rejection of identification.

We sometimes see our workers reveling in the great need for approval on the part of the client. The omniscient, benevolent rescuer role, in which the worker desires to play God. Such workers may prolong the client's dependence as long as their unconscious needs are gratified. These workers will be quite upset and rejecting if their clients do not "behave", that is, do not play the role of the dependent and deeply appreciative receiver. Or the maternal worker, whose motherly interest in her charges seem so exemplary, may show many of the problems of parents. For at the time when these clients become independent, this maternal worker becomes uncomfortable, feeling rejected, and thinking "after all I have done for him."

As a professional rehabilitation attitude progressively develops, the dispenser of money will recognize his role with greater objectivity. That in his work he is not a "giver" or a charitable person. Rather, he is a worker with a job that contains many emotional booby traps. The professional attitude I mention, is simply an awareness of the many pitfalls inherent in the dispensing of aid.

These, and many other evidences show us that there are deeper motivations and emotional connotations in giving, whether on the personal level, the donator to large charitable causes, and even in the worker for a social agency. The simple response that these people are "good people" does not describe the full story. There is a reason for the giving, and an attitude concerning the giving, and an effect of a very personal nature on the giver. Certainly much has been omitted here, but I presume we will cover other areas in Wednesday's discussion.

Now let us direct our attention to the effect of monetary giving on the receiver. Just as there are different motives involved in the giving process, so are there different reactions in the receiving process. Often these reactions will be determined by the motive which is sensed behind the giving. They will be coupled with the attitudes of the receiver toward the receiving role, which are dictated by our cultural upbringing. This is particularly true of attitudes toward the dependent adult.

We recognize that dependency is in the very core of the human personality. This may result from the long early stage of dependency, characteristic of the human species. As-

pects of this long state of security may be reactivated when the adult is again thrown into a dependency state resulting from becoming the recipient of money. In the infant and child such dependency is acceptable. It is a comfortable state in which personal responsibility is not necessary, and our needs are met by others who are accountable for our welfare. This is the passive aspect of dependency. Soon, society and our own development, tells us that we now must assume responsibility for meeting our needs through our own abilities. Yet there are many evidences that in the deeper recesses of our being, we would each like to go back to this passive, nourished, irresponsible state. We build certain defenses against this desire. The social cultural defenses, let us say, that this is not mature behavior, this is not a constructive, acceptable desire. Yet any nurse will tell you of the surprising reactions that are shown when people have a reason for regressing or falling back into a dependent state. In hospitals, where it is acceptable to be dependent, strong men may change to whimpering children, wanting every slight desire attended immediately. Others, may reject dependency with particular violence, so that you find the otherwise pleasant, warm and considerate person, becoming hostile, vituperative and rejecting needed help. This is an aggressive rejection of the dependent state. Essentially these people are both dealing with their reactions to the dependency situation. One, accepting his dependency completely, and regressing to an earlier infantile state. The second fighting the same desire and striking out vigorously against such a relationship.

The reaction to such a state is especially a problem when illness, blindness, etc. which already will have the effect of reactivating the dependency state, is present. Then the imposition of an economic dependency may serve to fix or fortify this regressive state of being. Of course, the person's attitude toward the cause of his dependent state will also affect his reaction.

One of the clearest social attitudes toward the dependent state is that of personal devaluation. This will be felt as a lowering of self-esteem, for the receiving person is often less valued, and acceptable as a human being. This is the other aspect of the status relationship noted in the giver who feels raised in status by giving.

This attitude of feeling less a person, because of the dependent state, naturally arouses considerable feeling. Not the least of which is an emergence of guilt for being a burden, which is derived from the feeling of shame for not maintaining the mature role of adulthood.

I am not sure of the derivation of the considerable hostility that so often accompanies the dependent state. An old psychological adage says "dependency breeds hostility." We could postulate its cause in terms of differing social status, self-pity, the feeling of being the innocent victim of circumstances, misunderstood by the environment, etc. Or possibly hostility is derived from frustration of the desire for independent existence. To find the delicate balance of contentment, satisfaction and maximum utilization of potentialities is remarkably difficult in the recipient state.

In my paper on "Group Therapy with the Blind", I described the aggressiveness expressed by various groups of blind clients toward the sighted, and even toward the partially sighted. As I have considered this with different people, blind, partially blind, and sighted, I have often heard the explanation for the feeling of hostility toward the partially sighted to be as follows, "they get the benefits of being blind, without the disadvantages." When I asked about the benefits of blindness, these were usually described in terms of lack of responsibility, not having to produce unless one desires productivity, etc. In other words, one can be dependent when one is blind without obtaining society's derogatory opinion. One must consider the reaction to the dependent state a resultant of the personality growth and structure. For it can either be enjoyed or despised according to the manner the dependency needs of childhood were resolved.

Some of the emotional connotations of dependency in the receiver are connected with the controlling meanings of money. The giver or nourishing figure, of necessity puts himself on a different level from the receiver. He is stronger, the receiver is weaker, he is superior, the receiver is inferior, for in our society it is more blessed to give than to re-

ceive, and it is also a symbol of strength to be a giver and a symbol of weakness to be a receiver. One cannot be free on an emotional level with the giver, especially if one feels angry, or dissatisfied, for one then takes the chance of losing the nourishment or the lifeline. Yet if blindness or any other physical handicap automatically means that a dependency role is acceptable, then receiving is properly to be expected.

What are the feelings when an adult loses his sight after he has been struggling to attain and maintain some independent role in life? What is his reaction to losing this role? This is the thing that so many of our clients feel with such intensity. Blindness to so many newly blinded people means utter dependency, they hold the stereotype of the blind beggar with loss of personal integrity, and loss of self-esteem. The proof to him of this devaluation occurs with his acceptance of "charity." Sometimes we see the response to this in anger against the nourishing figure or the giver, anger, however which should not be expressed for it might mean the loss of lifeline. Sometimes it is displaced to others such as the general sighted public.

This aggressiveness that I have just described, points up one mode of reaction to the receiving of nurture. However, there are also those clients who show no aggressiveness, who seem completely happy to be nourished forever. These are the clients that seem so terribly hard to rehabilitate. They seem to have settled into the state of dependent acceptance, and manifest very little anxiety or desire to change this state. I think of these clients as those who have given up the fight, so to speak. And as one works and understands them, one recognizes that even in the most dependent, vegetable-like person, there is a desire for independence. He is simply hopeless of achieving it. The task of the rehabilitation worker is to recognize this desire with the client, and to help him utilize his resources and internal growth forces in the fight for rehabilitation and independence. It is simply the process of maturation again.

How then can giving be made less incapacitating? First, it would be important for the givers to recognize their attitudes as givers, and also the attitudes and their meanings of the recipients. Next, as in the parable of the talents, we must think of giving as an investment toward growth, maturation, and personal development. It is the natural heritage of each person to be helped to reach fulfillment. I wonder in this connection if it is not much easier to accept monetary aid from an impersonal agency such as the government. We do not feel obligated to anybody or anything when we receive a public school education. Somehow it feels like a right of the citizen. If we believe that the handicapped person needs a special type of help for his own development, it may be possible to alleviate some of the anxieties and the unfortunate emotional connotations of receiving. This would be especially true if a blind person were considered not an object of charity, but simply someone who must work harder to get necessary data from a world geared to the sighted.

In the human body when one organ, or one group of cells, functions poorly, another group of cells or another organ makes every attempt to compensate, overproduce, nurture, and help. This is one of the laws of nature. In the cells of the human society, if this were conceived as a natural law, where the handicapped were automatically helped by those who are not handicapped, there would be no idea of personal devaluation resulting from handicap. However, we seem so driven toward power, success, independence, and strength, that it is hard to consider others in any other value scheme. But what we find in the human body is that the compensating organs or cells are working until the other organs can recover. And in the human society we must consider our helping efforts in terms of natural forces of the unhandicapped toward helping the handicapped attain a recovered or contributing state.

Let me quote the eight degrees or steps in the duty of charity described by Maimonides, a 12th century Hebrew theologian and physician.

The first and lowest degree is to give—but with reluctance or regret. This is the gift of the hand, but not of the heart.

The second is to give cheerfully, but not proportionately to the distress of the sufferer.

The third is to give cheerfully and proportionately, but not until we are solicited.

The fourth is to give cheerfully, propor-

tionately, and even unsolicited; but to put it in the poor man's hand, thereby exciting in him the painful emotion of shame.

The fifth is to give charity in such a way that the distressed may receive the bounty and know their benefactor, without their being known to him.

The sixth, which rises still higher, is to know the objects of our bounty, but remain unknown to them.

The seventh is still more meritorious, namely, to bestow charity in such a way that the benefactor may not know the relieved persons, nor they the name of their benefactor.

Lastly, the eighth and most meritorious of all, is to anticipate charity by preventing poverty; namely, to assist the reduced brother, either by a considerable gift, or a loan of money, or by teaching him a trade, or by putting him in the way of business, so that he may earn an honest livelihood; and not be forced to the dreadful alternative of holding up his hand for charity. And to this Scripture alludes when it says, "And if thy brother be waxen poor and fallen in decay with thee, then thou shalt support him: *Yea though he be a stranger or a soujourner,* that he may live with thee." This is the highest step and the summit of charity's Golden Ladder.

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PROS AND CONS OF PREFERENTIAL TREATMENT OF BLIND PERSONS

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The topic of this discussion immediately suggests the ambivalence, if not the outright hostility, aroused in most of us by the idea of preferential treatment. If it implies unwarranted favors and advantages, as it some times seems to, how is such treatment to be justified with reference to the blind, or, for that matter, with reference to any group? If the blind are normal, as they claim, why do they need to be treated differently? If their objective is really social equality and integration, is it not true that preferential treatment serves to perpetuate special status, with all its connotations of inequality and inferiority? Is there anything about the problems of the blind or of blindness which makes necessary or desirable some form of preferential treatment?

"Any class," wrote one blind man, "which demands special privileges soon finds itself a dependent class" and "the blind of America have developed a progressive disease—that of dependency."

We espouse the principle, wrote another blind man, "that the blind are normal and competent people, capable of making their own way, on a basis of equality." Yet at the same time, we ask "special concessions and privileges on the basis that we are helpless and unequal." "We cannot have our cake and eat it too and such measures and propaganda stressing the inequality of the blind are bound to have a most damaging effect upon our primary goal of equality."

Let us begin our analysis of the pros and cons of preferential treatment of the blind at the beginning, that is, by defining the terms used.

Preferential treatment of the blind is treatment which singles out the blind for special favors, advantages or benefits. In short,

* Visually handicapped.

it is any special treatment. Preferential treatment may be based on an irrational whim, prejudice or taste—as when one prefers strawberries instead of blueberries, or as when it is said "gentlemen prefer blondes." On the other hand, preferential or special treatment may be based on the possession by the group receiving it of some distinctive talents or unique qualities or peculiar needs having a relationship to a proper public policy or socially desirable objective.

There are no pros, there are only cons, with regard to the preferential treatment of the blind, which is founded in irrational whim, prejudice or taste; and the blind cannot rightly claim, nor do they generally want, mere favoritism, public or private, any more than they claim or want the opposite: discriminatory disadvantage, guilt-or-shame-motivated rejection, kindness-inspired overprotection, or unthinking exclusion. The pros and cons of preferential treatment founded in special qualities or needs of the group depend in each individual instance upon three factors: (1) upon a faithful determination and accurate evaluation of the special qualities or needs of the blind; (2) upon a correct appraisal of the public policy or social objective sought to be achieved by the particular preferential treatment; and (3) upon the adaptation of means to ends, that is, upon whether the means are proper and there is a close and substantial relationship between the special qualities and needs of the blind, on the one hand, and the policy or objective on the other.

The other term that must be defined is "the blind." Who are the blind? What is blindness?

The term blindness in its literal denotative sense means loss of eyesight; the absence of visual acuity. It refers to a strictly physical condition. The blind, then, are simply those who cannot see. Nothing more, nothing less!

The term blindness, however, also has a wider connotative sense. In this sense, it refers to restricted social and economic contact, opportunity and activity. To be stripped of eyesight is to be shorn of full-fledged membership in society.

The difference between the denotative and connotative meanings of blindness, is exactly that between disability and handicap. Disability refers to a physical deprivation; handicap to the social consequences of that deprivation. The distinction may be seen in the fact that there are many disabilities which carry little or no handicap, such as the chronic laryngitis of Andy Devine, the undersize of jockeys or the oversize of basketball players. Likewise, there are handicaps with no disability, such as the black skin of American Negroes or the religion of the Jews in Nazi Germany. Disability is properly the concern of medical science. We can do little about the physical fact of blindness except to cure it or live with it. But it is not blindness alone that we live with. We live with the other people, which is to say we live in society. It is society which creates and imposes the handicap of blindness for it consists of the misconceptions of the sighted about the nature of the physical disability. The principal misconception, the one that embodies and epitomizes all the rest, is that blindness means helplessness—social and economic incapacity; the destruction of the productive powers; the obliteration of the ability to contribute to or benefit from normal community participation; in short, the lingering image of the helpless blind man.

Three comments about the social handicap of blindness are particularly in order: (1) To place responsibility for it upon the sighted is not to speak in terms of blame or recrimination. Far from it! The misconceptions are sanctioned by a society motivated mainly by benevolence, wishing above all else to be kind and helpful. (2) Wherever, as happens with increasing frequency, an individual blind person breaks through the social barriers, his success is likely to be attributed to his possession of special genius or compensatory powers either superhuman or supernatural which leave the overall image of blindness intact. (3) Public attitudes about the blind inevitably become the attitudes of the blind. The blind see themselves as others see them. They accept the public view of their limitations and thus do much to make them a reality.

Most people exaggerate the physical and underemphasize the social aspect of blindness. Our distinguished and able chairman, Father Carroll, has defined blindness in terms of twenty lacks and losses. I am one of Father Carroll's numerous admirers. But I admire him more for his willingness to prepare a list

than for the list he has prepared. It seems to me that he falls prey to the common fallacy. Note what a large percentage of the items on the list refers to the physical fact of blindness and its immediate physical and personal consequences; what a small percentage refers to the broadly social. What may be known hereafter as Father Carroll's Lacks and Losses reads as follows: 1) loss of physical integrity; 2) loss of confidence in the remaining senses; 3) loss of reality contact; 4) loss of visual background; 5) loss of "light"; 6) loss of mobility; 7) loss of visual perception: beautiful; 8) loss of visual perception: pleasurable; 9) loss of ease of written communication; 10) loss of ease of spoken communication; 11) loss of means for informational progress; 12) loss of recreation; 13) loss of technique, daily living; 14) loss of career: vocation; goal; job opportunity; 15) loss of financial security; 16) loss of personal independence; 17) loss of social adequacy; 18) loss of obscurity, anonymity; 19) loss of self-esteem; 20) loss of total personality organization.

I would not have you believe that I underassess the importance of the physical disability. Without sight, the range of perception is narrowed. Objects which can be seen from afar must be near at hand to be discernible by other senses. And the blind person who has not scuffed his shins on low-lying implements and toys carelessly left on the sidewalk or stumbled over a curb, or bumped his head on an overhanging awning or branch has never left his arm chair. These are undeniably embarrassing or uncomfortable experiences; but they are properly to be classified as minor annoyances or distractive nuisances like shaving in the morning or removing your glass eyes at night. In my experience, blind people who are willing to move and put one foot out in front of the other always some how get where they want to go.

In any event, the main point is that the real affliction of blindness is not the physical disability or its immediate consequences but the social handicap. It therefore becomes most important to analyze the precise nature of the handicap. Of what does it consist? What are the elements which compose it? What does it mean to be excluded from society? What are the rights of membership of which the blind are thus deprived?

To answer these questions one must identify the main features of American society, for it is denial of participation in these which constitutes the handicap of blindness. The process of answering the questions therefore is one of re-surveying American social and political thought and constitutional ideals, one of restating the principles, doctrines and concepts that are contained therein.

The task of restating American social and political assumptions and goals is complicated by a number of facts and factors. Major American social and political principles, such as the dignity of the individual, liberty, equality and private property, are so intermingled and overlapping that it is difficult to separate any one of them out for single treatment.

Emphasis on the various elements has shifted at different periods in our history, in the documents which have embodied and expressed different movements, forces and times, and among the prominent political writers and speakers. Equality was the dominant note in the Declaration of Independence. Property assumed relatively a stronger position in the Constitution. During the 19th Century when fortune and geography gave the nation military safety, and free land and the open frontier gave individuals a sense of economic safety, security was assumed and liberty was elevated into a primary position. Today, as Ralph Henry Gabriel writes, "When the traditional foundations of culture crumble, . . . when government by law gives way to government by irresponsible force, the preoccupation with liberty as an end in itself is replaced by a new search for security, mental, social, economic, and even physical."[1]

Sometimes, indeed, going far beyond mere shifts in emphasis, the elements are presented as irreconcilably contradictory. Read for example this passage from William Graham Sumner: "Let it be understood that we cannot go outside this alternative: liberty, inequality, survival of the fittest; non-liberty, equality, survival of the unfittest. The former carries society upwards and favors all its best members; the latter carries society downwards and favors all its worst members."[2]

Finally, the task of stating American social and political principles is made difficult by

the fact that they are not fixed and immutable as the laws of the Medes and the Persians were reputed to be. To the extent that they are a living reality in a developing democracy, they are constantly growing, maturing and changing. Every generation, every decade is a formative period in the constitutional life of the nation. In our generation, the creative interpretation and application of American social and political principles in the sphere of international organization and in the social and economic sphere are in process.

Yet, despite these difficulties in stating them, the major elements in the set of widely accepted and persistently enduring political principles and social ethics are identifiable and subject to description and characterization. The "easily remembered" formulations can be found in the landmark documents of our history. These documents not only express and embody movements and periods of the past but are as well basic forces of government in the present and for the future. They include the Declaration of Independence, the Northwest Ordinance, the Preamble to the United States Constitution, The State constitutions, the Civil War amendments to the United States Constitution and the more famous pronouncements of the United States Supreme Court.

1. *Liberty*. In American political thought, liberty has many aspects and sources. It is both positive and negative. It is political, economic, personal, and, in a broad sense, social. It is founded by some in positivism; by others, in natural law; by still others in moral law. It sets in equilibrium constitutionalism and democracy.

In part, liberty consists in protection against the will of the majority, no matter how regularly manifested and how lacking in oppressiveness or arbitrariness. In this aspect, it is embodied in an array of restraints on governmental action and the organized power of society. The existence of a constitutionally arranged governmental structure and distribution of powers, in fact, the existence of a constitution at all, implies a system of limited government. The Constitution, too, contains many explicit prohibitions on government. Though some exist elsewhere in the Constitution, the Bill of Rights and the other amendments are, of course, a catalogue of these. Among them are the protection given life, liberty and property, the requirement of established and regular procedures by government, and the guarantee of immunity from unreasonable intrusions into the privacy of one's person, house, papers and effects. The many safeguards against improper conviction for crime refer not only to the technical aspects of criminal justice, but bespeak the basic right of personal freedom, i.e., freedom to move about as one pleases and to be not subject to surveillance and custodialization by the agents of the state. Likewise, freedom from slavery and peonage is decreed, implying not only self-ownership but free labor and the right to the rewards of labor.

A dominant part of American social and political thought has always been a notion that these rights, thus fixed in the Constitution, are the indivestible possessions of individuals even when not so guaranteed. Whether derived from natural law, moral law, higher law or various other concepts about the fundamental nature of man and society, this notion has found constant expression throughout our history. Its standard formulation is in the Declaration of Independence: "[T]hat [men] are endowed by their Creator with certain inalienable rights, that among these are life, liberty and the pursuit of happiness." These rights governments were instituted to secure and protect, not to create and confer.[3]

The conception that rights which are regarded as very important are somehow natural rights or derive from a higher law results from a philosophic view which has lost much of its persuasion and support in recent decades. The Founding Fathers, however, and most American statesmen down through the Civil War Period, made it their starting point. Natural rights thus became inextricably woven into the fabric of American social and political thought and popular belief. They lurk just below the surface of many of our State papers, judicial pronouncements and political orations of today. Of those Americans who do not accept this particular philosophical conception most still insist upon the great importance and basic character of the rights proclaimed.

So far, I have spoken of the constitutional side of constitutional democracy. The democracy side is a positive aspect of liberty. It has

to do with the individual's right to participate in government, in the determination of social direction and policy. Its foundation is the doctrine of popular sovereignty and the consent of the governed. Its implementations are the right of suffrage, the right to seek and hold office and the right of the majority to rule. Its indispensable conditions are freedom of speech, press and assembly.[4]

Liberty is positive in another phase besides that of the co-sovereignty of citizens of a republic. Government is responsible for the protection of the rights of the individual. This cannot be wholly achieved by the government itself refraining from invading them. It must prevent others from invading them. It must eliminate and control the conditions which nullify them or make their exercise impossible. It must foster, promote, establish and maintain the conditions which make their exercise possible and significant. This is especially true if the right is active rather than passive; if it involves doing and not just being; acquiring and not just having; speaking and not just listening. Congress, as Webster declared in his famous debate with Hayne, is under an obligation to exercise the powers delegated to it in the Constitution for the purpose of achieving the objectives set forth in the Preamble of the Constitution—to "establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity. . . ."[5]

Men have a right to live, to personal freedom and personal security. They have the right to marry, have and rear children, and to maintain a home.[6] They have a right, so far as government can assure it, to that fair opportunity to earn a livelihood which will make these other rights possible and significant.[7] Men may not be bound to the place of their poverty and misfortune; they may move freely about the country in search of new opportunity.[8] They have a right freely to choose their fields of endeavor, unhindered by arbitrary, artificial and man-made impediments.[9] They have a right to enter the common trades, callings, and occupations of the community. They have the right, if they are free, to manage their own affairs as they see fit, unless and until there is interference with the equal rights of others to manage their affairs or there is injury to the welfare of the community.

"It is not enough," wrote the President's Committee on Civil Rights in 1947, "that full and equal membership in society entitles the individual to an equal voice in the control of his government; it must also give him the right to enjoy the benefits of society and to contribute to its progress. . . . Without this equality of opportunity, the individual is deprived of the chance to develop his potentialities and to share the fruits of society. The group also suffers through the loss of the contributions which might have been made by persons excluded from the main channels of social and economic activity."

2. *The Dignity of Man.* Deeply imbedded in this conception of liberty is a democratic view of the individual, of his role in society, relation to the state, essential dignity and worth. It is the individual who possesses rights which are fundamental and inalienable. He is at the beginning and the end of the State. He organizes it and gives it authority. Its powers are conferred to protect his rights and to assure the conditions necessary for their maximum expression. The State exists for his benefit, not he for its. "In democratic society," wrote Charles Merriam, "regard for the dignity of man stands behind the throne of public order, a constant reminder of the need for liberty and justice as well as order, a constant plea that the human personality shall not be forgotten in the multiplications of laws, in the ramifications of administration or in the antiquarianism of formal justice."[10] Democracy breathes respect for all men and seeks to preserve their individuality and autonomy. This spirit is violated wherever men are alienated or sheltered from the main stream: not only in the overt jestures of rejection but in the sentimental embrace of patronage and protection. Humanity is degraded and individuality disparaged by treatment of the person as a unit in a category determined by irrelevant traits, defined and measured not in unique terms of personal character and achievement but in the stereotype terms of physical, or national, or racial difference.

3. *The Rights to Property and to Contract.* The rights to property and contract have likewise been regarded as fundamental in the American system. The right to property along

with life and liberty is listed as one of the three great rights of all free men in Chapter 39 of the Magna Charta. It appears thus also in the American State Constitutions, early and late, in the Northwest Ordinance of 1787, in the United States Constitution, Amendments V and XIV and elsewhere.[11]

The rights to liberty, property and contract are interlocking if not interchangeable concepts. The right to contract is sometimes stated as an incident to the right to property; sometimes as an independent aspect of liberty. Property is described by some as sufficiently broad to incorporate all other rights of individuals, including liberty; and liberty is often regarded by others as broad enough to encompass the right to acquire, use and enjoy property. The three rights of liberty, property and contract are thus intimately associated in American thinking.[12]

Property and contract rights are not unlimited; but on the contrary, are subject to public control in the public interests. They may be abridged, and, in some cases, destroyed altogether, if that is necessary to protect the community against injury or danger in any form, against fraud, or vice, or economic oppression, or serious public inconvenience, or depression, or other disasters. The power to control is coextensive with the social and economic activities of men. It finds its limit in the nature of the acts forbidden or required and its justification in the direct relation of these acts to the public welfare or to the equal property rights of others.

The power of the state over property and contract rights, however, is not merely negative or incidental to the power to legislate for the health, safety, morals and general welfare of the community. The basic character of the right and the purpose of government regarding it cannot be minimized or ignored. That purpose, as in the case of liberty, is to protect and preserve, maintain and nurture the right. The power to regulate the use of property and contract, consequently, may not, save in very rare and special circumstances, be converted into the power directly to take property and contract rights. And in discharging its primary and affirmative duty with respect to these rights, the state must keep constantly in view the essential values of private property in our system. It is a central factor in the organization of society. It is an impelling source of motivation. It is a principal incentive for productive activity. It is a reward for labor and contribution. It is at once the object of individual enterprise and success and the means of achieving success. And contract is the form of expression and governing instrument, not only of most business activity, but as well of most of the transactions of daily life.

4. *Equality.* Only second to liberty itself in our history has been the ideal of equality. In fact, equality has always conditioned liberty and determined its character just as liberty has always conditioned equality and determined its character. In the Declaration of Independence, the first of the "self-evident truths" is that all men are created equal; and all men are equally "endowed by their Creator with certain inalienable rights," "among which are life, liberty and the pursuit of happiness."

Alexis de Tocqueville, in 1835, described equality in America as "the fundamental fact from which all others seem to be derived and the central point at which all my observations constantly terminated." In his view, it gave "a peculiar direction to public opinion and a peculiar tenor to the laws; it imparts new maxims to the governing authorities and peculiar habits to the governed." It "extends far beyond the political character and the laws of the country, and . . . has no less effect on civil society than on the government; it creates opinions, gives birth to new sentiments, founds novel customs, and modifies whatever it does not produce."[13]

Equality, even more than liberty, stood in the forefront of the historic struggle in the nation to abolish property in man and the institution of slavery; and, along with liberty, emerged in the Civil War amendments to the Constitution. The Thirteenth Amendment, freeing men from slavery and nationalizing the right of freedom, nationally guaranteed what slavery denied: the equal right of all to enjoy protection in those natural rights which constitute freedom. The Fourteenth Amendment, in the three redundant clauses of Section 1, re-embodied these same objectives and added an explicit guarantee of the equal protection of the laws, thereby adding another confirmatory reference to the self-evident truth

that all men are created equal and are equally entitled to the protection of government in the enjoyment of their natural and inalienable rights.[14]

Like liberty, equality has many phases. One of them relates to the doctrine of proper classification. The laws must be aimed at the achievement of a public and constitutional purpose. They may not be motivated by hatred, vengeance, favoritism or private gain. Legislation framed with a discriminatory purpose, manifiesting "an evil eye and an unequal hand" contains an elementary antagonism to the idea of the equality of men. Once legislation is endowed with a public and constitutional purpose, it still must meet other tests. Because there are real differences among men, regulation would be altogether ineffective if it had to apply to all or none. The law must therefore be selective. But to be equal, it must treat all those similarly situated alike. The differences between men that underlie selection must be real differences and must bear an intimate relationship to the purpose of the law and valid social goals. All other differences are irrelevant and must be ignored. "Class Legislation," said Justice Field in summing up this doctrine, "discriminating against some and favoring others, is prohibited, but legislation which, in carrying out a public purpose, is limited in its application, if within the sphere of its operation it affects alike all persons similarly situated, is not within the amendment."[15]

Another phase of the idea of equality is the rule of law. If all men are created equal and equally possess certain rights, and if governments are instituted to secure and maintain those rights, and men therefore are equally entitled to such protection, the protection can only be afforded by uniform rule, that is, by law. One way of putting this is the expression "Equality before the Law." Another way is in the celebrated words of the Massachusetts Bill of Rights: "That the government of the Commonwealth may be a government of laws and not of men." Thus, in this aspect, the doctrine of equality is in effect a command that the government act by established and regular procedures and by uniform rules. It is a command that the purely personal, the arbitrary, capricious and whimsical, be reduced and eliminated from the exercise of power. It is a command that the rules be fixed and announced in advance in a way which will make them freely and publicly available. It is a requirement of a degree of certainty and predictability in government action and of a system of rights growing out of uniform rules. It is finally an order that administrators as well as legislators act within these confines.

In still another phase, equality is not negative and procedural but positive and substantial. Anatole France referred to "the majestic equality of the laws which forbid rich and poor alike to sleep under the bridges, to beg in the streets, and to steal their bread." But the demands of equality are not met by the equal treatment which results from the absence of the laws or from the indiscriminate application of the laws to those who are dissimilarly situated. Moreover, the demands of equality are not exhausted by the doctrine of classification and the rule of law. The equal protection of the laws refers to the quality of the laws as well as to the mechanics of their operation. The reign of equal laws involves as well the reign of just laws, and the maintenance of equality in the enjoyment of rights is at the heart of the system of justice. Equality thus must be the very purpose of governmental action and policy as well as a test and measure of its means. It must "give direction to public opinion," determine "the tenor of the laws," impart "maxims to the governing authorities" and modify "whatever it does not produce."

Particularly is the government under a duty to guarantee equality of opportunity. Without that, freedom itself cannot last and becomes an illusion. The only aristocracy that a system founded upon equality can tolerate is an aristocracy of personal merit and achievement. Uniformity and regimentation, on the one hand, and status, influence and power based on birth, social position or inheritance on the other hand, are equally incompatible with equality. Equality of all men presupposes respect for the rights of others. In a society of equals, therefore, men are free to be different. All limitations on opportunity, all restrictions on the individual based on irrelevant differences of race, color, religion, national origin, sex and the like, are in conflict with equality and must be removed and forbidden. Access to the main streams of community life, the aspirations and achievements of each member of society, are to be limited only by the skills,

energy, talents and ability he brings to the opportunities equally open to all Americans.

From what I have said so far, a number of propositions emerge:

(1) Preferential treatment of the blind based on favoritism, privilege, whim, prejudice, patronage, pity, charity, self-interest of others, or feelings of like or dislike, cannot be justified and indeed does a great deal of harm. On the other hand, preferential treatment which takes account of the special qualities or needs of the blind or aspects of their situation not shared by others, which is aimed at a desirable social objective and which employs proper means properly adapted to this purpose is not only justifiable preferential treatment but is treatment which should be at the foundation of all public and private policy toward the blind.

(2) Blindness has a dual aspect: the physical and the social. The first is the disability; the second is the handicap. Treatment of the disability is a medical task. Overcoming the handicap is the function of rehabilitation.

(3) The handicap consists mainly of the misconceptions of the sighted about the physical disability which result in social exclusion. In all but the physical sense, and even to some extent in that, it consists of a loss of full membership in society; a denial to the blind of the rights and goals which others share—liberty, equality, property, dignity.

(4) Overcoming the handicap of blindness, therefore, means removing the bars, exclusion and denials of which the handicap consists: conferring on the blind the title deeds of social freedom and membership; the rights of liberty, equality, property and dignity; in short, their reintegration into society.

(5) Programs which address themselves to this purpose or which move in this direction, while they necessarily involve preferential treatment, meet all the tests and standards set up for good policy. Such special arrangements might better go by the name of equal treatment. Indeed, to lift from the backs of the blind the special, heavy and unnecessary burdens which society has caused them to bear and to call this preferential treatment can hardly be regarded as anything but the bitterest irony. Programs which move in the opposite direction, which accept and build upon the public misconceptions about the nature of the physical disability, which presuppose the incapacity and abnormality of the blind and which institutionalize that presupposition in segregation and custodialization—all programs, in other words, which continue or intensify social exclusion or which are motivated by patronage, charity, whim, prejudice or self-interest involve preferential or special treatment which increases the handicap. They perpetuate the very attitudes and conditions which they should be designed to prevent.

(6) Preferential treatment is also justified which: (a) tends to ameliorate the immediate physical consequences of the physical disability of blindness; or (b) pending the day when integration has been achieved, mitigates the financial and other consequences of social exclusion or off-sets the disadvantage resulting therefrom by means which do not further entrench the public misconception or which do so as little as possible.

(7) To be consistent with the standards dictated by the basic principles of our social, potical and constitutional system, programs for the blind must:

(a) Allow the blind to manage their own personal affairs and proceed on the assumption that they are capable of doing so.

(b) Not only permit the blind, but stimulate and encourage them to develop their potentialities, share in the fruits of society, and contribute to its work and progress.

(c) And to do this, not only permit, but stimulate and encourage the blind to work, to engage in individual enterprise, to exercise free judgment and free movement in the search for opportunity, freely to choose their fields of endeavor and to enter the common callings, trades, occupations and professions of the community.

(d) To stimulate and encourage the blind to do these things by relying on the normal incentives, principal among which are financial remuneration and the improvement of one's economic lot and social status.

(e) Permit, stimulate and encourage the blind to acquire, enjoy and use property, real and personal, not just for immediate consumption purposes but as a motivational source of endeavor and a means of economic improvement.

(f) Protect the essential dignity of the individual: by recognizing the worth of the human personality and treating it as a commun-

ity asset rather than a community liability; by supplying aids and services without humiliation, without undue intrusion into the privacy of the recipient, without imposing upon him the badges and indicia of a needy and special status, without subjecting him to the personal judgments of social workers influenced by humanity, charity, approval or other emotions; by making possible a standard and circumstance of living not conspicuously different from that enjoyed by the rest of the community; by leaving recipients free to make their own decisions as to spending, living arrangements and personal matters.

(g) If the demands of equality are to be met, public financial aid must be granted as a matter of right, the element of personal discretion exercised by administrators and welfare workers must be eliminated, the amount and conditions of the aid must be specified in uniform rules made accessible to recipients and prospective recipients and sufficiently exact so that recipients may determine to what they are entitled and what their responsibilities are. Legislative and administrative standards must be established which are uniformly applied, which treat all welfare recipients alike who are similarly situated with respect to a valid purpose of the welfare law, and which vary the amount and the condition of the grant when there are real differences among recipients in terms of their relationship to the welfare program. Finally, equality requires—as does liberty, the dignity of the individual and the essential notion of property—that the purpose of the welfare law be opportunity as well as security. Relief rolls should provide relief; but they must also provide the means of escape from them. Reintegration into society through open and equal access to the mainstream of community productive activity must be an object of welfare law and a measure of its adaptation if the fundamental political and constitutional principles of our system are to be honored in the fact as well as held out in the promise.

Measured by these standards, evaluated in the light of these considerations, how do our programs and provisions for the blind prove out? The answer must be mixed. Some programs are well adapted to these principles; others poorly; and still others are in flat contradiction of them. Unfortunately, some of the most important programs fall into the latter two catgories.

The rapidly growing and recently created system of orientation and adjustment centers —focusing on mobility training, personal care, prevocational manual skills and the development of attitudes which make these other activities possible and fruitful—are properly oriented and adjusted to reduce the immediate physical consequences of the disability of blindness, to uproot the conviction of incompetence, and to impart self-confidence, hope and a zest for living.

The home teacher system, though hampered by the need to deal with the blind person in his home and then only in occasional short visits, substantially moves in the same direction as the orientation center. It is most effective when used as a case-finder for the center and otherwise works in close collaboration with it. It is least effective when it emphasizes handicraft as mere busy work or when it teaches braille to clients who will never have any use for it.

White Cane laws, now enacted in almost all the states, by giving the blind a legal position in traffic and moderating the discriminatory harshness of the contributory negligence rule, make meaningful for the blind the human and constitutional right of free movement, just as the cane itself makes more meaningful the physical capacity of free movement.

What about good vision requirements established in many laws and regulations dealing with jobs, licenses and the like? Some of these are, of course, perfectly in order. Where sight is indispensable to the performance of the task—as in hunting with a gun, driving a truck or working as a photographer of wildlife for the National Park Service—the blind are legitimately excluded. Where sight is not indispensable, as is the case in thousands of jobs public and private from which the blind are now barred—the continued exclusion of the blind can have no special justification. In many of these cases, the bars remain up because those who tend them have only their misconceptions to guide them.

Laws and regulations giving preference to blind persons with respect to jobs are not mere favoritism if they are based on the special qualifications of the blind to perform the

tasks assigned. This is clearly so when the blind are called upon to work in or administer programs affecting the blind. In that circumstance, blindness is an enabling asset endowing the worker with special knowledge, experience and the confidence of his clients which probably cannot be secured in any other way than by being blind. Of course this enabling asset should be given determinative weight only when other things are equal. For the blind to be given preference in other situations in which blindness does not contribute to the ability to do the work would be as unjustifiable as to discriminate against the blind in jobs in which blindness does not detract from the ability to do the work.

What about vending stands for which the blind are given rent-free locations on public property, in connection with the establishment of which they are given a preference and protection against vending machine competition, and with respect to the operation of which blindness is not an enabling asset? These special arrangements will not withstand merited criticism once the blind have achieved a footing of complete economic equality. Until that time arrives, however, the vending stand program is preferential treatment which is justified as a small offset to almost universal economic discrimination against the blind; and one in which bona fide jobs are provided for qualified blind workers at comparatively negligible cost to the public; and one in which the blind are presented to the public in an aspect of competence and normality. If the management of the vending stand programs is to be consistent with the standards above discussed, it must keep supervision and control at an absolute minimum; allow the operator to purchase his stand and equipment with only an option to repurchase by the public; give the operator complete independence in the management of his business affairs retaining only the power to revoke the license if the operator proves incompetent or becomes publicly obnoxious; protect the operator's profits against confiscation for the support of supervisory personnel of sub-marginal stands which the administrators have mistakenly established in unprofitable locations. The control system, on the contrary, reflects the custodial attitude toward the role and abilities of the blind, a conviction that the blind are incapable of running their own businesses and incompetent to lead their own lives.

Let us turn next to public assistance. Liberty in the direction of one's affair's, the whole basic principle of self-management, is violated by the means test. Under it, the individual recipient soon loses control of his daily activities and the whole course and direction of his life. The capacity for self-direction presently atrophies and drops away. With each new item budgeted or eliminated, with each new resource tracked down and evaluated, the social worker's influence increases. This is an inevitable concomitant of the means test. It results from the nature and extent of the system. It is bred and nourished by the provisions of the statutes and the rules issued under them. It is in the flexible joints of the cumbersome machinery. It is in the detail and intimacy of the investigation. It is in the inescapable confinements of the budget. It is in the idleness, defeatism and waning spirit of the recipient. Whatever the social worker's wishes and intentions, her hand becomes the agency of direction in his affairs. The "concern of assistance with the whole range of income," wrote Karl DeSchweinitz, "always contains a threat to the freedom of the individual. Even when there is no conscious intent to dictate behavior to the beneficiary, the pervasive power of money dispensed under the means test may cause the slightest suggestion to have the effects of compulsion. 'Whose bread I eat, his song I sing.'"[16]

Not only is liberty violated by the means test but so also is dignity and equality—and for many of the same reasons. Dignity is jeopardized by the initial financial investigation, by the searching inquiry into every intimate detail of need, living habits, family relations, by the setting up of a detailed budget of expenditures subject to repeated examination and review, by the continuously implied and often explicit threat that if behavior is uncooperative or unapproved, aid will be reduced or stopped, by the wholesale substitution of agency and social worker controls for the personal direction of personal affairs, by the unwarrantable intrusions into privacy involved in each of the foregoing and the galling humiliation of the whole process, and, finally, by the constant tendency of

the whole system to push living standards down below a minimum of decency and health.

The excessive individualization of the whole design and process of means test aid is fundamentally antithetical to the idea of equality. A system which makes so much depend upon a minute examination of every aspect of the individual's situation necessarily involves personalized judgments by officials and invites arbitrary and whimsical exercises of power, prevents the enforcement of a uniform rule even when the legislative provisions and administrative regulations are detailed and exact, renders it impossible for the recipient himself to determine to what he is entitled, constitutes the very thing intended to be prevented by the idea of "a government of laws and not of men," and flies in the face of basic requirements of proper classification. Since with respect to the purposes of public assistance law most individuals are parts of groups standing in the same relationship, those who are similarly situated are not treated alike and real differences are frequently disregarded.

Means test aid also violates the notion of individual opportunity, access to the mainstream of community productive activity and normal incentives. Since means test aid requires that all income and resources of the recipient be applied to meet his current needs, and since the public assistance grant is reduced by the amount of any such available income or resources, the usual financial motive for effort and endeavor is removed from the recipient unless the recipient can gain enough and with sufficient certainty to be independent of the relief rolls.

Granting aid as a matter of right contradicts practically all of the tendencies inherent in the means test and produces a system more consonant with the political and constitutional assumptions and goals of American democracy.

Aid as a matter of right requires the establishment of fixed and uniform rules specifying the terms and conditions of the grant. Thus the principal features of the system must be laid down by the legislature. This contrasts with the means test variable grant, based on individual need individually determined by the administrative agency under discretionary authority conferred by the legislature. Those who are similarly situated are therefore necessarily treated alike and under standards comparable with those governing assistance to other groups in the community.

Granting aid as a matter of right protects the liberty of the individual to manage his own affairs and conduct his daily life free of authoritarian controls and caseworker supervision.

It protects the dignity of the individual. He is treated as a member of a class entitled to be dealt with in a manner determined by law, not by individualized administrative discretion. The occasion is eliminated for invasion of the individual's privacy, supervision of his personal behavior and humiliating probing into the intimacies of his life; and a seminal principle is established which stands as a barrier to all such actions.

Finally, rehabilitation. The primary task of vocational rehabilitation, as I have said, is the overcoming of the social handicap—not the physical condition. It consists in the creation of an environment within society, within public programs, and within the blind themselves, which will be in the fullest sense conducive to normal livelihood and normal life. It involves opening up the channels of social participation, that is, enabling the blind to enjoy the benfits of socially determined standards of liberty, equality, property and dignity. Its time-tested tools are vocational orientation, vocational training, counseling and guidance which stimulates and opens up horizons—and finally, of course, placement in remunerative employment in the common callings, trades, persuits, and professions of the community.

In the proper conceptions of its function as well as in the use of these time-tested tools the vocational rehabilitation program of the United States must in large measure be pronounced a failure. The hope and opportunity are to be measured in miles; the actual accomplishment must be measured in inches.

Rehabilitation so far as the individual rehabilitant is concerned is a complex process in which mental and emotional elements are predominant. It involves myriad adaptations not merely physical in nature but social and psychological. In effect, the entire personality must undergo reconstruction; the blind person's conviction of his own incompetence accepted from the public misconception must

be uprooted: a rebirth, a new act of creation must be wrought. In this process, ambition, hope and self-reliance are essential ingredients. Consequently, rehabilitation by the command of the counselor or submission to his attitudes and preferences or by the coercion which results from conditioning public assistance upon it is a contradiction. It is therefore futile. It is as futile as ordering a person to restore his emotional balance while adding to the very factors which cause the unbalance. Since the objective of rehabilitation is restoration to a normal useful role in society, the standards of success are in large measure culturally determined. The rehabilitated person, thus, is one for whom the assumptions and goals of the community have become as significant as for others, who has in fact achieved equal opportunity to enter the calling of his choice, to acquire, use and dispose of property, to exercise the right of personal independence and to operate on the other assumptions and principles before listed. Just as the habits of freedom are not learned by experiencing slavery, so ambition is not learned by destitution, self-management by authoritarian controls, incentive by denying the hope of gain, or self-respect by second-class citizenship. Rehabilitation by command or coercion cultivates the very traits which frustrate and prevent rehabilitation. A rehabilitation program which continually impresses upon the client a sense of his helplessness and dependency which enshrouds him in an atmosphere of disbelief, doubt and defeatism and which exhibits attitudes of guardianship and custodialism, must inevitably sap the fibre of self-reliance, undermine hope, deter self-improvement and destroy the very initiative which is indispensable to rehabilitation. Rehabilitation by stimulation, by opening up new horizons, by assisting the client in the achievement of goals of his own choice, by incentives carefully planned to encourage productive activity by the expectation of normal rewards—retention of earnings, improvement of standards of living, accumulation of real and personal property—places rehabilitative effort in conformity with the political assumptions, economic impulses and behavioral standards imposed by democratic thought and current social knowledge.

Optimistic and skillful counseling, built on personal experience with the handicap and its problems, is required to accomplish this delicate work. Under the present program such counseling has not been supplied. On the contrary, too often rehabilitation officers have themselves subscribed to the conviction of the incompetence of the blind. Little has been done under the present program to halt the tendency of shunting the disabled into a limited series of stereotyped occupations, to provide a staff which will have and exhibit full confidence in the blind and which will aid the blind to enter fields of their own choosing. Little has been done under the present program to strengthen placement as an inescapable function of the rehabilitation agency. For the blind this is the arduous culmination of a long and arduous process. It cannot be accomplished by automatic referral to employers. It can only be accomplished by the application of highly specialized and individualized techniques of affirmative contact with employers, aggressive seeking of employment opportunities, personal demonstration and follow-up. Little is done under the present program to remove the obstructions to employment of the physically handicapped which exist in the public mind, in the statutes, ordinances, administrative rulings, judicial decisions and institutional practices. Above all, the true nature of handicap and the elements which compose it, particularly the social and the psychological as distinguished from the physical and medical elements; the proper functions and goals of rehabilitation; the relationship of disability to dependency, especially economic dependency; the part presently played and properly to be played by public financial aid under social insurance and public assistance in the process of rehabilitation; the determinative character of the reintegrative objective and the bearing upon it of liberty, equality, property and dignity—these basic and urgently pressing questions have never been sufficiently analyzed by the responsible officials in vocational Rehabilitation.

Until this whole pattern is changed, until a great deal is done to reorient the training and functions of rehabilitation workers, to strengthen guidance and counseling services, to improve techniques and focus rehabilitation attention on the placement of rehabilitants in competitive employment, and to remove legal, administrative and other obstacles

to the employment of the blind in the public service, the trades, professions and common callings of the community—until that happy day rehabilitation of the blind is likely to continue to be measured in inches and not in miles.

Americans are familiar with the unhappy divergence between creed and conduct in many phases of our national life. Myrdal's observation of the disparity between social equality as a cherished political norm and our unequal treatment of the Negro is but one instance of a pattern that is all to pervasive. The field of blind welfare provides another, one which has been less noticed but is not less conspicuous or significant.

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HOW SOCIETY HANDLES BLINDNESS AS AN ECONOMIC HANDICAP IN 1955 IN THE WORLD IN GENERAL

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In the comparatively brief time alloted for this presentation, I must confine my references to principles and important developments, especially in modern times.

Prior to 10,000 years ago, there are no records and few relics as proof of the existence of man on earth and his physical and social development during the hundreds of thousands of years preceding. From about 10,000 B.C. up to the time of Christ, there are limited records of social and economic developments. However, during this period, individuals, tribes and even nations, were still substantially predatory. For most it was a case of jungle law and the survival of the fittest. Little is known of life in this period, except for the more substantial records found in the

* Visually handicapped.

Middle East; even less in known of what happened to the disabled and the blind.

The blind are referred to in the Old Testament, but generally in relation to the most drastic punishment that could be meted out by conquerors to the vanquished. Religious philosophies, which had their inception in the dim past, eventually crystallized into the basic religions as we know them today. In these, Christianity and Confucianism particularly urged consideration for the disabled and especially the blind.

Gradually, throughout the more civilized countries of the world, man's recognition of social privileges and responsibilities has been developed to the point where governmental and social concern and provision have substantially relieved the dire straits of those who, in whatever stage in life, had suffered serious disablement and especially, blindness.

Unfortunately, man's social and economic development have not been uniform. In general, there is a direct relationship between the religious and economic development and the economic well-being of the country and that of the individual, especially the disabled. It should be noted, however, that to some extent in certain backward countries and some tribes of people, religious and social inhibitions have operated to the disadvantage of the blind. There are still some parts of the world where primitive peoples, in their struggle for subsistence in times of famine, follow the custom of permitting and even encouraging those disabled by age or otherwise, to seek death. In other parts of the world today, some children are blinded in order that they may be more effective as beggars.

Throughout the history of the Christian world, consideration for the disabled and the blind has gradually developed, but the greatest impetus was given toward the end of the 18th Century, when Valentin Hauy determined that promiscous alms were not the answer and that organized service should be developed. During the 19th Century, important developments took place in Europe and in North America. Even more important are the developments which have occurred in the first half of the present century.

In reviewing the records for the past 150 years, when practically all the organized services and provisions for the blind have occurred, it is interesting to note that in times of greatest economic stress or war time struggle for survival, the public conscience has been stirred, with the result that provisions and services for the disabled have been given new impetus. Probably the stress of such times and especially in the case of war, which has led to the death and disablement of so many physically fit, has been responsible for reactions beneficial to all disabled.

In reviewing the position of the blind in the world today we at once recognize that services and provisions range from the best, with which we are so familiar in Scandinavia, the British Commonwealth of nations, Europe and the United States, through those countries still in the early stages of development and finally, to those areas where as yet the approach may be regarded as primitive.

Pursuant to the foregoing, we may now review the accepted principles and actual provisions throughout the more advanced countries in providing general and special allowances for the blind. It should be noted at this point that we cannot guarantee that we have all the most recent amendments that may have occurred in some countries. The principles involved in providing assistance may be briefly stated as follows.

Those countries which make statutory provision for supplementary allowances recognize that the blind must bear extra expenses on account of their disability, although national approaches to the problem differ. Two distinct methods are revealed. First, there is the group of countries which provide non-contributory supplementary allowances to the blind from public assistance funds on the general basis of blindness allied with need. Second, there is the larger group which handles the problem within the limits of social security insurance. The second group, having realized that other disabilities can produce equally incapacitating results, have extended their statutory provision to include the blind in a more general category of totally disabled persons.

Allowances from Public Assistance Funds

In countries where supplementary payments are made from public assistance funds, three separate trends may be identified. 1) In the United States, Canada and Sweden, special allowances, separate and district from other public assistance grants, are payable. 2) In

Denmark, France and the United Kingdom, the supplementary allowance is payable in addition to the standard assistance pension or allowance. 3) In Australia, Ireland and New Zealand there is no supplementary allowance as a separate item, but higher assistance grants are made possible by means of a relaxed means test. It should be noted that all these countries, except Sweden, impose a test of means before granting supplementary allowances.

Special Allowances

In the United States, aid to the blind is administered by the individual States, which are subsidized by the Federal Government to the extent of 75% of the first $20 and 50% of the balance, up to a maximum of $50.00 per month. The amount of the allowance is fixed by the State in which the recipient is resident. In many states there is no maximum amount; in others the maximum is higher than that of the old age pension. Most states allow the maximum to be exceeded where there is a possibility that this may contribute to the restoration or improvement of sight.

In Sweden there is a special blindness allowance for all blind persons over the age of 16 who become blind before attaining 60 and who are not subject to compulsory blindness education. The allowance, amounting to 700 Swedish kroner per year is paid irrespective of the income or capital of the recipient. A blind person is also entitled to a disablement benefit and he may also qualify for a supplementary pension and housing allowance, in which case his blindness allowance would be considered as income and the latter benefits reduced accordingly. Therefore, the maximum rate of national pension can never apply in conjunction with blindness allowance, although a blind person lacking other means but his blindness allowance is granted a higher rate of pension than other categories of the disabled.

In Canada, administration comes under the Blind Persons' Act, effective January 1st, 1952, and is separate and apart from allowances for the totally and permanently disabled in general, enacted in 1954. Payment of blindness allowance is subject to a means test, the maximum income including blindness allowance being $960 per annum for a single blind person, as against $720 for old age assistance and $1560 for a married couple, as against $1200 for old age assistance. The maximum is raised to $1680 when both applicant and wife are blind.

In Australia maximum resources for eligibility for an assistance grant are raised from £1.10.0 to £5.17.5. In Ireland, the earnings of a blind person up to £52 a year are disregarded.

In New Zealand, personal earnings up to £156 a year are disregarded and earnings are subsidized up to 25%, but not to exceed a prescribed amount.

Basic Pension Plus Supplement

In Denmark, blind persons are entitled to invalidity or old age benefits. These consist of a basic amount of 2,376 kroner for a married couple and 1,584 for single, plus supplements for clothing, fuel, etc. In addition, they are entitled to an attendance supplement of 612 kroner per year. Amounts payable vary according to place of residence, rates quoted being for Copenhagen, where they are highest. They are subject to semi-annual cost of living adjustments. The pension is reduced by income in excess of a specified amount, giving more favourable treatment in respect of earned than of unearned income. Especially favourable treatment is accorded an invalidity pensioner in respect of income from his own or his wife's personal work.

In France, the blind receive an assistance pension equal to that paid a retired worker in receipt of a non-contributory pension. This varies from place to place and at present, in Paris, is 63,200 francs per annum. In addition, a supplementary allowance of 42,000 francs per annum is paid when the blind person needs constant care. Those blind who are employed and earn a quarter of the Departmental basic wage receive a monthly allowance equivalent to half the Departmental basic wage. This may rank for pension up to a limit fixed by law.

In the United Kingdom, assistance allowances are made to blind persons who do not have sufficient resources. The weekly allowance to a married couple, of whom one is blind, amounts to a weekly maximum of 77/—plus the rent, which is fixed separately according to the general level of rents in the locality. This weekly allowance is 18/—more

than that for a sighted couple for whom the maximum allowance is 59/—plus the rent.

Compensation from Social Security Funds

In general, those countries which grant supplementary allowances from social security funds to cases of total disablement, including the blind, only do so in cases where the constant help of another person is required. Certain countries in this group confine this supplementary allowance to cases of blindness (and other total disablements) causes by occupational injury or disease. The remaining countries have a wider scope and cover total disablement, including blindness, caused by reasons other than occupational disease or injury, although in certain countries a distinction is made in scale of payment according to the cause of the disability. It should be noted that in all these countries, eligibility for supplementary allowances is restricted to insured persons.

Occupational Causes

Those countries which confine supplementary grants to blindness caused by occupational injury or disease generally relate the supplement to an increase in the basic pension.

The following countries grant a percentage increase:—

Country	*Percentage Increase of Basic Pension*
Austria	50%
Luxembourg	33.1/3%
Netherlands	43%
Union of South Africa	50% (max.)
U. S. S. R.	50% (max.)

The following countries assess their invalidity pensions on the basis of the wage, subject to prescribed maxima, of the pensioner before disability. Supplementary allowances are paid as an increase in the normal pension.

Belgium Pension raised from 50% to 75% of wage.

Italy Pension raised from 75% to 120% of wage.

Finland makes a supplementary daily allowance of 250 marks.

General Clauses

The following countries which grant supplementary allowances to all cases of total disablement (including blindness) caused to insured workers assess these allowances as proportionate increases in the basic pension rate.

Country	*Percentage Increase of Basic Pension*
Czechoslovakia	50%
Greece	50%
Iceland	40%
Poland	50%
Yugoslavia	20%

Three countries, Albania, Hungary and Rumania, relate their pensions to the wage of the disabled pensioner and grant a higher rate of pension and supplement to cases caused by occupational injury or disease.

Albania

	Pension	*Pension and Supplement*
Albania	49% of wage	69% of wage
Occupational causes	75% " "	100% " "
Hungary	30% " "	54% " "
Occupational causes	42% " "	75% " "
Rumania	33% " "	69% " "
Occupational causes	75% " "	100% " "

Norway

Allowances to blind and crippled persons in need are payable at the rate of 1200 kroner annually. Previously, the lower age limit for entitlement to an allowance was 19 years for blind and 18 for crippled persons. By Act No. 1 of June, 1953, this age limit was reduced to 16 years for both categories.

Conclusion

A review of existing legislation for the blind in various countries indicates some differentials in the philosophies and designs employed. Maintenance allowances provided for those in need are, with the exception of Sweden, subject to a means test. Supplementary allowances provided because of the limitations and extra costs imposed by reason of blindness are free from the means test in some countries and are subject to special exemptions in others.

War Disability Pension in respect to the blind, as for other totally disabling conditions, is generally based on estimated loss of earn-

ing power in the general labour market. In some countries, an additional supplementary allowance, sometimes referred to as helplessness, or special assistance, is provided for the war blinded and for other seriously disabled such as paraplegics (leg or arm amputees, etc.)

Workmen's compensation, provided in a number of countries, for workmen suffering occupational injury or disease in insured employment, usually provides compensation payments based on a percentage of average wages immediately prior to the accident or illness.

In general, both Disability Compensation and Workmen's Compensation appear to be free from means test; in fact, a wide range of compensation authorities provide from compensation funds for rehabilitation of disabled workmen.

In conclusion, it would seem obvious and reasonable that while workmen in insured occupations contribute directly or indirectly to insurance protection in respect to occupational hazards, the self-employed citizens of each country contribute through income and other taxes to the public coffers and in turn, should if hopelessly incapacitated, enjoy reasonable maintenance provisions, free from public stigma. If fair subjects for rehabilitation, especially blind or immobilized, they should enjoy special supplementary allowances in respect to abnormal costs related to their disabilities. Such supplementary allowances should be free from the means test.

It is apparent that in those countries where allowances are available to the blind, there is substantial variation, both in the extent and basis for such provisions. World wide agreement on basic principles would undoubtedly be a great boon to the blind.

The criteria of a good provision for the blind should be first, "What level of assistance may the blind reasonably expect from Society?" and second, "What form of provision would be most encouraging to self-help activity on the part of the blind?".

I submit first, that in the case of the blind who are additionally disabled by reason of age and/or other incapacities to the point where self-support is impossible or substantially inadequate, a maintenance allowance subject to the means test is warranted. Second, all blind persons, including those who are capable of following self-supporting employment, will always be subject to additional living and activity costs and hence, may reasonably be deemed eligible for a special supplementary allowance which should be free from the means test.

HOW CANADA IS HANDLING BLINDNESS AS AN ECONOMIC HANDICAP IN 1955

MISS MARY A. CLARKE, National Director of Welfare Services

Canadian National Institute for the Blind
Toronto, Ontario

The practical recognition of blindness as an economic handicap in Canada to-day is the result of the general development of a sense of social responsibility and a vigorous programme of education and negotiation. For over thirty years the Canadian National Institute For The Blind and particularly its Managing Director, supported during the last ten years by the blind people themselves through the Canadian Council of the Blind, has been constantly keeping before the various levels of Government and the people of Canada, the economic handicap of blindness. The goals have changed with changing conditions and with the greater understanding and appreciation of the needs. The political, geographic and economic conditions of various areas of our great country have made developments uneven.

The Blindness Allowance Act of Canada became effective on January 1st, 1951. Prior to that time, blind pensions had been a part of the Old Age Pension legislation. Blind pensions were first granted by an amendment to the Old Age Pensions legislation in 1937. This amendment provided for blind pensions payable at 41 to persons who qualified under the definition of blindness, who were citizens of Canada and who had lived in Canada for twenty years. In 1947, by further amendment the age qualification was reduced to twenty-one years, the residence qualification was re-

duced to ten years and the citizenship requirement was deleted. There was, of course, a "means test" applied to income when determining eligibility. When blind pensions were separated from the Old Age Pensions legislation and the Blindness Allowance Act was passed in 1951 the amount of permissable income in all categories was increased by $120.00 a year.

This year the Blindness Allowance Act has been amended lowering the eligible age to 18 years and increasing the total permissable income by $120.00 a year for single persons and $240.00 a year for married persons. The amount of the Allowance remains the same—namely a maximum of $40.00 a month which is the same amount as the Old Age Security and Old Age Assistance monthly allowances. Every blind person in receipt of Blindness Allowance is automatically transferred to Old Age Security (which has no means test) at the age of seventy providing he can meet the residence requirement of twenty years in Canada.

To sum up, therefore, under the Blindness Allowance Act of Canada, 1955, any person who upon examination by a qualified ophthamologist is found to be within the meaning of the act, who is 18 years of age and who has resided in Canada for 10 years is entitled to a Blindness Allowance up to $40.00 a month if his income with allowance does not exceed:

$ 960—if he is single
$1160—if he has a dependent
$1560—if he has a sighted spouse
$1680—if he has a blind spouse.

Because, under the British North America Act which established the responsibilities of the various levels of government, such welfare services as were recognized at that time were made the responsibility of the provincial government, the federal legislation for Blindness Allowances merely enables the federal government to pay 75% of the blindness allowances under the conditions which I have outlined. Each province must adopt similar legislation by which it assumes responsibility for the remaining 25% of the Allowances and the total cost of administration. All ten provinces have done so and signed the necessary agreement with the federal government. Thus each province administers its own blindness allowances and pays the allowance if it wishes but the federal government limits its contribution to 75% of a maximum of $40.00 per person.

In one area, however, the federal government retains important control, Adjudication on eye reports establishing eligibility of blind persons is, by agreement with the provinces, reserved to and exercised by the Federal Government. This insures uniform application of the definition of blindness throughout the ten provinces.

In determining the total income of the applicant, the province may ignore certain allowances such as Mothers Allowances, Family Allowance and special assistance for nursing care and other extraordinary expenses. Relief in kind is not included and there is provision for exemption of a reasonable amount for the services of a guide.

This year, then, some further recognition of blindness as an economic handicap was achieved but not the goal which had been set by the Canadian National Institute for the Blind in co-operation with the Canadian Council of the Blind. Their representations to the government asked for two amendments.

(i) A permissible income with allowance of $1,000.00 for a single person and $2,000.00 for married persons which are the basic exemptions for income tax purposes.
(ii) A $10.00 a month assistance allowance with out means test to all blind persons from the age of 18 years for life payable by the federal government as a recognition of the extra expenses imposed on them by reason of their blindness.

Two provinces pay a supplementary allowance of $15.00 a month if the total income is inadequate—in other words—a means test is applied for the supplementary allowance. Another province pays a supplementary monthly allowance of $2.50 without a means test. These are not special allowances for the blind but are payable to people in receipt of Blindness Allowance, Old Age Assistance and Old Age Security. The other provinces feel either that the $40.00 a month is adequate or, if it is not, the basic allowance of $40.00 should be increased with the federal and provincial governments sharing the cost of the increase on a 75—25% basis. The Ontario Welfare Legislation provides for a sharing with municipalities of a supplementary allowance of $10.00 on a 50-50 basis where the allowance is

the only source of income. Only a few municipalities have made use of the provision.

In nine of the provinces, if there are dependent children, the wife of the blind wage earner, if he is unable to work or is unemployed because of his lack of sight, is eligible for Mother's Allowance. A blind, widowed mother may also receive Blindness Allowance for herself and Mothers' Allowance for her children.

Health services are the responsibility of the Provinces under the British North America Act. We have ten varieties in Canada, as one would expect. British Columbia has a contributory health insurance scheme but it also covers all people in receipt of government allowances. It provides for hospitalization, medical, surgical and dental care. Only the provision of dentures is subject to a means test. Alberta and Saskatchewan provide hospital, medical and dental care to all people in receipt of governmental allowances. However, as one comes east, the situation rapidly deteriorates. Ontario provides medical care and medication to people in receipt of government allowances and hospitalization for those whose assets amount to less than $250.00. Nova Scotia provides free home and office visits of a doctor, and care in hospital up to 10 days a year. If you pay $25.00 a year, you are entitled to free hospitalization under the Cottage Hospital Scheme in Newfoundland, but there is no provision for other medical care. Manitoba, Quebec, New Brunswick and Prince Edward Island apply the indigency test for hospitalization and make no provision for medical care.

The federal government will share with the provinces in the cost of an operation to restore the vision of those in receipt of blindness allowance but there is no provision for such assistance for an operation to prevent blindness. As one might expect this provision has not been widely used since many people hesitate to undergo such an operation particularly when it might make them ineligible for the allowance but might not give them sufficient vision to secure employment.

Veterans of World Wars I and II who lost their sight on active service or as a result of war service, are entitled to 100% war disability compensation under the War Pensions Act. If they are totally disabled they are entitled, also, to a special attendant's allowance. They are also entitled to full rehabilitation under the Department of Veterans Affairs, which includes prosthetic appliances and equipment which will help them to achieve rehabilitation. This has been provided for veterans of both wars by the Canadian National Institute for the Blind which is re-imbursed by the Department of Veterans Affairs. In addition the government provides a yearly per capita grant for after care to the Canadian National Institute for the Blind for each blinded veteran.

Veterans who have seen service in an actual theatre of war but who lose their sight from causes unrelated to their war service are eligible for Veterans Allowance and a partial Attendant's Allowance.

Veterans in receipt of War Disability Compensation receive free medical care for all service conditions for which they have entitlement for compensation. In addition, they may receive free treatment for other conditions if their income with disability allowance does not exceed $2500.00 a year. Veterans who qualify for War Veterans Allowance may receive free treatment for conditions whether service related or not, at any time.

In addition to the financial assistance and other benefits which have been outlined there is a further concession given by the Canadian government in relation to income tax. On presentation of the required form an exemption of $500.00 a year in addition to the regular statutory exemption of $1000.00 or $2000.00 on income tax is granted.

Canada's railways, one of which is government owned, permit a blind person and guide to travel on one ticket. There are no restrictions as to first tourist or coach class. A similar concession is granted on most bus lines. All city transportation services provide passes for blind people. In some cities these can only be used when travelling with a guide but in many the pass may be used by a blind person travelling alone.

More recently, the Canadian government has recognized the difficulty that handicapped people have in financing suitable vocational training. Blind people do and will to a greater degree in the future benefit by the new vocational training programme. The cost, apart from administration which is borne by the provinces, is shared on a 50-50 basis by the federal and provincial governments. Nine provinces have signed agreements with the

federal government to implement the plan. Under Schedule "R" of the Canadian Vocational Training Act, provision is made for vocational training, with a living allowance while in training, transportation to and from the training centre and special local transportation costs during training. Schedule "R" does not cover academic education, per se, but if it is a necessary part of vocational preparation it can be included. The length of the training period is limited to two years except on special approval by the federal authority.

This review of the situation in Canada today has covered specific recognition of blindness as an economic handicap as well as benefits which are shared by others. There are gaps and inadequacies but as a challenge to all of us I should like to close with a quotation from a paper given by Sir Geoffrey Vickers at the Fifth International Congress on Mental Health held in Toronto in August 1954.

"For each of us, as well as for society and posterity, the need to struggle is the chance to grow. The world is like a dark forge, lighted by the sparks which men strike as they beat the stuff of life into significance on the anvil of circumstance. The light is a function of the effort, we may make it as bright as day if we hammer hard enough, but we shall never dispense with the need to hammer or live by the light of the sparks struck yesterday."

HOW THE UNITED STATES IS HANDLING BLINDNESS AS AN ECONOMIC HANDICAP IN 1955

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I have been asked to review quickly the special services made available to blind persons under Federal and State laws and the programs under which they are administered. In order to do so, I will consider them as Federal, State-Federal, and State programs.

My attempt to find information about the monetary values of these services and the number of blind persons who utilize the services ended quickly when I found that I did not know the sources of such information or how to approach getting it without extensive inquiry. Suffice it to say that under governmental auspices many services are available to the blind; a variety of agencies carry responsibilities for these services; and a number of them are directly related to fostering economic security.

Interest of Federal and State governments in the blind has been manifested for many years. During the past 2 decades there seems to have been particular development of these programs.

Speaking as a person who has rather recently gone to live in Washington, I am pleased to note the many seriously disabled individuals, including the blind, who go to work daily in the several Federal agencies. To be sure, they are the so-called "white collar" workers, but I wonder if people in our country generally know of the many disabled persons employed by "Uncle Sam."

And now to the provisions relating specifically to the blind and to those for the disabled including the blind.

I. *Federal Programs*

A. *Special Mailing Privileges.* In order to make reading materials which are bulky and heavy generally available to all blind, Congress has enacted special postal laws. Magazines and periodicals with raised letters, braille books and talking books, talking book machines sent for repair, and braille writers shipped for repair go through the mails free or at a law rate of 1 cent a pound. Were it not for these special franking privileges, braille books and magazines and talking books would be an unknown for many blind people because mailing costs could be prohibitive.

B. *Income Tax Deductions.* Because blindness brings with it additional expenses, Congress since 1943 has permitted blind taxpayers a special tax exemption. This exemption is

now $600. If the spouse is blind a like exemption is allowed.

C. *Transportation.* Many blind people need a companion when traveling on trains and other public conveyances. Since 1927 Congress has permitted the railroads and other public carriers to treat blind travelers as exceptional cases by allowing them to be accompanied by a companion without paying an additional fare.

Most of the railroads now require a blind person to pay only his own fare. Some bus lines and boat lines grant this same privilege while others require 1½ fares instead of 2 full fares.

Although this privilege costs the Federal Government nothing, Congress made it possible by amending the Interstate Commerce Act.

D. *Purchase of Products.* A Federal law requires the Federal departments to buy from workshops for the blind at a fair market value such articles as brooms, mops, pillow cases, etc. This has meant additional work opportunities for many blind men and women in the Workshops for the Blind located in many States.

E. *Old-Age and Survivors Insurance.* Blind workers, like others in covered employment, have an opportunity to qualify for retirement benefits and their families for survivor benefits. In this program provision was recently made for what is called a "disability freeze" for disabled persons in order to protect their benefit rights between the time they become disabled and age 65. For the disabled in general this means that they are not able to engage in substantially gainful employment. However, for the blind who meet the legal definition of blindness contained in title II of the Social Security Act, substantial earnings do not prevent the application of the freeze.

F. *Veterans' Services and Benefits.* Beginning with World War I the emphasis of veterans' benefits was expanded to include rehabilitation of the disabled and protection of the families of those who had served their country as contrasted with the earlier period when benefits had been largely retirement pay, service pensions, and domiciliary care with some medical treatment.

Following World War II rehabilitation in its broadest sense—medical, vocational, social, and economic—was undertaken not only for the disabled but for others in order to help them be where they might have been had military service not intervened. You all know of the G.I. Bill with its provision for education and training at Government expense, the guaranteed loans for homes, farms, and business, and for unemployment pay to tide over the period while a veteran looked for employment. In addition, for the disabled veterans there was provision for rehabilitation training. Later, what is known as the Korean G.I. Bill was enacted providing broadly for education and training, G.I. loans similar to those for World War II veterans, unemployment compensation, mustering-out payments, and job-finding assistance.

With this broad beginning, taken from an article by Roger Cumming, I shall turn to provisions for the disabled. Before I do, remember that some of these provisions have already expired for some veterans depending upon when they left service, for instance, for World War II veterans who were discharged before July 25, 1947, the cut-off date for starting education and training was July 25, 1951.

Though there is only one law covering blind veterans alone, blind veterans are disabled persons, and as such entitled to many services.

1. Disabled veterans including all veterans whose blindness is attributable to military service may have

   a. Medical treatment and rehabilitation.
   b. Out-patient treatment.
   c. Electronic and mechanical equipment (this is special provision for blind veterans). Originally set up to provide guide dogs and since Seeing Eye largely took care of providing dogs, law amended to provide equipment such as canes, typewriter, radio, braille writer, etc.
   d. Disability compensation—paid monthly. Additional money for certain disabilities such as blindness. Ranges up to $420 a month with this top rate for blind with additional handicaps.

2. Disabled veterans (including blind) of World War II and of Korean conflict may have, in addition

a. Vocational rehabilitation.
b. Training—up to 4 years in exceptional cases longer. Includes college for professional work; Includes on-the-job training for manual work; Includes on-the-farm training for agricultural work. During training subsistance allowance available in addition to disability compensation. (Person with no dependents, $75; with 1 dependent, $105; with more than 1 dependent, $120 in college. On-the-job training $65 for person with no dependents; $90 with dependents.) Also, Veterans Administration pays training costs such as tuition and other fees.
c. Job finding through State Employment Service.
d. Automobile benefit—$1,600 toward purchase of automobile or other conveyance (tractor for farmer)—only for those losing sight or for amputees.

3. War-time veterans who are blind but whose blindness is not attributable to service.

a. Hospitalization if can't afford to pay own expenses.
b. Pensions. For blind person is $135.45 a month. Not eligible for pension if single and earnings $1,400 or over a year; if married and earnings $2,700 or over a year.

4. For all veterans whether disabled or not.

a. Burial expenses—up to $150 reimbursement.
b. Death benefits—pensions for survivors where death not directly caused by service. Compensation for survivors where death directly caused by service.
c. Insurance. (1) U. S. Government Life for World War I veterans—term insurance or as permanent life or endowment plans. Issued in multiples of $500 for amounts from $1,000 to $10,000. (2) National Service Life for World War II veterans—same as U. S. Government Life. (3) Indemnity and Insurance Acts of 1951 for those with service after start of Korean conflict. (a) Those in active service since Korea and certain other groups covered without cost against death in active service for $10,000, less any other G.I. in-insurance held at that time.
d. Other benefits: Veterans' preference in civil service. Job reemployment rights.

II. *State-Federal Programs*

A. Aid to the Blind—financial help to needy blind—48 States, Alaska, Hawaii, District of Columbia, Puerto Rico, and Virgin Islands.

1. Special provisions for exemption of first $50 of earnings from employment, applicable to programs aiding his family, too. Purpose of this exemption was to encourage employment.
2. Missouri and Pennsylvania could not qualify for Federal grants because their going programs were pension programs. Special provision permits them to receive Federal matching for payments to those who can qualify under State's test of need. Enacted in 1950, States given until 1955 to bring programs into conformity if to continue to receive Federal funds. Last year this special provision extended to 1957.
3. Less eligibility requirements and restrictions than in other assistance programs:

a. Only a few require citizenship.
b. In 8 States with maximum payments in both old-age assistance and aid to the blind amount higher for aid to the blind than old-age assistance.
c. Many less recovery provisions for aid to the blind than old-age assistance.
d. Number of recipients for month of February 1955—102,808.
e. Average payment: United State average—$56.63; high state—$93.94; low state—$32.30 (Peurto Rico and Virgin Islands not considered).
f. Total expenditures July 1953 through June 1954 for assistance payments—$66,763,000: $33,351,000—50%—Federal funds; $28,709,000—43%—State funds; $4,704,000—7%—local funds.

B. *Other Assistance Programs*

1. Old-Age Assistance. Some who are blind and 65 years of age and over are receiving old-age assistance instead of aid to

the blind. For States it is a matter of placing them where most funds are available.

2. Aid to the Permanently and Totally Disabled. Because old-age assistance and aid to the blind are older programs, most blind are found within these categories. However, on aid to the permanently and totally disabled there are a few who for all practical purposes are blind; some have other disabilities as well.
3. Families of blind persons are receiving support through aid to dependent children.

C. *Vocational Rehabilitation Programs*

1. Vending Stands. The operation of vending stands in public buildings for the sale of newspapers, light refreshments, confections, etc., has enabled some blind people to find profitable employment.

   According to an Office of Vocational Rehabilitation report covering the fiscal year ended June 30, 1954, there were: 1,599—vending stands; 1,931—blind operators and blind assistants; average net income of operator—$2,193.

   Under new Office of Vocational Rehabilitation legislation preference for establishing vending stands on Federal property, as well as in Federal buildings, must be given to licensed blind operators.

2. Office of Vocational Rehabilitation Overall Program. Recent Federal legislation provides for expansion of these services for the purpose of preserving or restoring the ability of disabled men and women to perform useful work. The amendments provide not only for continuing earlier services but permit Federal funds to be used for
   a. establishment or expansion facilities (centers and workshops)
   b. acquisition of vending stands or other equipment and initial stocks and supplies for use by severely handicapped individuals in any type of small business, the operation of which will be improved through management and supervision by the State agency
   c. hospitalization as required (under old law Federal reimbursement only up to 90 days)

   The new law provides for a new financial structure—grants for support of basic vocational rehabilitation services, grants for extension and improvement of rehabilitation services, and grants for special projects.

   It gives States the maximum authority and responsibility in carrying out their programs. In those States having a separate agency serving the blind, this agency may be sole State agency responsible for administering that part of the State plan relating to rehabilitation of the blind.

   We can look forward to many more people being rehabilitated, including the blind, under expanded services.

III. *State Programs*

A. *Assistance.* Before the passage of the Social Security Act many States had programs offering assistance to needy blind persons. These programs are now State-Federal programs.

B. *Pensions.* Both Missouri and Pennsylvania have programs for the blind under which payments are made to blind persons who cannot qualify for help as a needy person according to the State's definition of need in aid to the blind.

C. *Annuities for Blind Veterans.* New York—$500 a year without reference to service-connected disability; New Jersey—$500 a year.

D. *Exemptions from Taxes.*
   1. Real Estate. New Jersey exempts real estate taxes for blinded veterans. Maryland exempts real estate taxes on property used as a home if assessed value does not exceed $7,000. Applicable to both blind veterans and civilian blind.
   2. Income Taxes. Some States permit blind taxpayers a special deduction.
   3. Other. There are other benefits in some States such as free automobile tags for blinded veterans; free fishing licenses for all blind. However, from information available, we judge that such exemptions are few and rather minor.

HOW SOCIETY MAY HANDLE BLINDNESS AS AN ECONOMIC HANDICAP IN THE FUTURE

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We are dealing with countries in which the concept of the government's responsibility for social needs has been passing through many changes during the past quarter century. In such a society, furthermore, there have developed numerous approaches to the economic aspect of blindness. In my opinion these approaches cannot be dignified as plans but they are provisions pertinent to the problem that deserve consideration in this discussion.

Under these conditions and because definite conclusions would not be in keeping with the objectives of this extended panel discussion, I shall not venture any definite prediction as to future trends. I hope, however, that an analysis of existing provisions in the light of possible future developments may furnish a basis for determining a point of view for our thinking.

Previous speakers this morning have presented in so much detail provisions which society has made out of consideration for the economic needs of blind people that I shall dispense with what would otherwise be repetition so that additional time may be devoted to open discussion.

What then do we find in existing provisions for ameliorating the economic aspects of blindness which, through careful analysis, may indicate what is likely to be the future course of society in this direction?

1. *Workman's Compensation.*—This is perhaps the most fundamental provision which society has made in consideration of the economic handicap of blindness. Based upon the responsibility of the employer to protect against the hazards of employment it is by the very nature of the situation restricted to persons who are employed by persons legally required to carry insurance and protected only during hours of employment. There is a lack of uniformity of provisions prevailing in different states. Sometimes the litigation and other costs involved in settlement are disproportionately high. However, the needs test often distasteful to blind people has no place in the program. Under the increased cost of living the awards may be considered low.

2. *Blind Assistance.*—Under Title X of Social Security we do have provision made for the support of blind persons. The coverage is broad subject to the needs test of course and there is a wide variation of standards throughout the country. Strictly speaking this consideration is not for the economic handicap of blindness—rather does it give blind persons certain special considerations as compared with other citizens who are in the position of economic need. The exemption of $50.00 per month of earned income when applying the needs test is, however, significant in that it may prove the entering wedge for legislation which may give wider recognition to the economic handicap.

3. *Social Security.*—Again Social Security as the law now stands does not strictly speaking make provision for the economic handicap of blindness. However, the disability freeze which gives blind people special prerogatives as distinguished from other persons who have become disabled may very well serve as the basis for a "plan of insurance" which would make it possible for insured persons, losing their sight, to become immediately eligible for full consideration they would otherwise receive at age 65. Indeed such a modification is already receiving serious consideration.

Social Security with its constantly expanding program has the added advantage of being free from the needs test.

4. *So-Called "Straight Pensions."*—There are a few states in which blind people meeting certain economic requirements are entitled to pensions without submitting their affairs to the close scrutiny involved in the needs test. These provisions have virtually all the shortcomings of the Blind Assistance program and are mentioned here only because they represent another possible approach which has appealed to certain groups of blind people as a means of compensating for the economic handicap of blindness.

* Visually handicapped.

5. *Tax Exemptions.*—There are a few states in which blind persons, Veterans or citizens, have had certain real estate tax exemptions. Furthermore, we are all conversant with the exemptions provided for in the income tax legislation. These are significant because they represent a conscious effort on the part of society to ameliorate the economic burden associated with blindness.

6. *Fixed Premium Insurance.*—It is significant that at least one insurance company has determined the risk involved in insuring against blindness. Through the payment of a single premium of $50.00 it is possible to make provision for $50.00 per month upon the onset of blindness under the carefully worded protection of this policy. Additional premium payments naturally insure a proportionate increase in income.

7. *Standard Disability Clauses in Life Insurance Policies.*—Under these provisions by an increase in the premium payment of certain life insurance policies the insured may receive a life income for certain disabilities including blindness. However, comparatively few people are financially so situated as to afford the luxury of sufficient life insurance which would make available an adequate income upon the loss of sight.

8. *Increased Rehabilitation and Other Services.*—In considering the attitude of society toward the economic handicap of blindness we cannot overlook the liberal provisions being made in connection with the process of rehabilitation. While they are not in a true sense compensation for the economic handicap of blindness they do serve the purpose of establishing or re-establishing the earning power of the individual so that he may again provide for his own needs.

9. *Welfare Funds.*—Significant in the movement to provide against the economic handicap of blindness and other disabilities has been the establishment of welfare funds by local labor groups, prominent among these must be considered that of the United Mine Workers. The impetus which the point of view of labor groups that have fought for these funds has given to organized plans for meeting such emergencies cannot be overestimated. Our chairman has correspondence which reflects the point of view of organized labor which may be of interest to the group in further discussion of this problem.

I have tried to point out significant aspects of various provisions as they affect society's consideration for the economic handicap of blindness. We must distinguish between such movements as Blind Assistance based on economic need and applying the economic needs test and those of which Social Security and compensation are good illustrations which are intended to supplement whatever income the individual may have and which are free from the distasteful aspects of the needs test.

Important considerations must always be the breadth of coverage, the cost to be borne by the individual, the extent of the financial provisions made for the benefit of the individual and the maximum freedom from consideration of the intimate affairs of the individual. Certain it is that the last 35 years have witnessed a growing appreciation on the part of the public as to the wisdom of making financial provision for economic risks which are beyond the control of the individual. We are resourceful people and there is no doubt in my own mind but that our thinking people—in which I prefer to include our workers for the blind—will build constructively on the present provisions to the end that the economic handicap of blindness will be adequately provided for in the future.

CHAIRMAN'S REMARKS

FATHER THOMAS J. CARROLL, Director

The Catholic Guild for the Blind
Boston, Massachusetts

Wednesday A.M.—Introductory

Well for all you who have been waiting 48 hours—here is Wednesday.

A lot of comments on the Monday program have made their way back. And among them was this:—"Two very nice speeches—but they didn't settle a thing."

As far as I can judge it is a good criticism—a compliment, in fact. For this program was not designed to settle but to stimulate—

to stimulate your own rethinking of a very important topic—Blindness—an Economic Handicap.

Our two speakers on Monday were chosen to give to you principles—for consideration—for adoption—for rejection.

And from every comment I have heard—they stimulated.

Our speakers this morning are here to give you facts and figures—and thus to show you how others are applying the principles.

Introduction—Colonel Baker

If I were to take time to list all the degrees and all the honors of the author of the next paper, it would take the greater part of the morning.

I like to think of him as a Canadian—typical of Canada—to the lasting credit of Canada. And I am proud to call him my friend—Colonel E. A. Baker.

Colonel Baker, who is president of the World Council for the Welfare of the Blind takes the subject of:—"How the World in General Handles Blindness as an Economic Handicap."

Introduction of Miss Clarke

The next of the factual speakers is one unknown to me until this meeting. Her excellent summary of Canadian law was the first of all these papers to come to me—and a very helpful paper it is:—

To tell you how Canada handles blindness as an economic handicap in 1955, your next speaker is—Miss Mary A. Clarke, National Director of Welfare Services of the Canadian National Institute for the Blind from Toronto, Ontario.

Introduction of Mr. Roney

After that excellent paper on Canada, I now have the office of introducing an official of the United States government.

I should be able to tell you much about him, but I didn't meet him until breakfast—and breakfast is no time to meet anyone.

He is to talk about the way the United States handles the program.—I'm planning in my summary to refer to Aid to the Blind as an improvement on the Poor House. Perhaps I should say it now so that Mr. Roney can comment on it.

In the Federal Department of Health, Education, and Welfare—working in the Social Security Administration—he is the Director of the Bureau of Public Assistance:—Mr. J. L. Roney.

Introduction of George Meyer

Mr. Meyer's very difficult job is to give a number of different plans and a number of different trends affecting the handling of this problem—plans on which to base some of your thinking—and some of your planning.

Mr. Meyer was chosen for this job and the very fact that it was a difficult one. The program committee well knew his capacity for handling it.

George and I went to school together—and he hasn't yet got over it—my roommate—George F. Meyer, Executive Director of the New Jersey State Commission for the Blind.

Summary—Final

At last we come to the end of this second session on "Blindness—An Economic Handicap". It becomes necessary to close out the floor discussion, and to leave many of you with things still bursting to be said. What is more important, I think, is that it leaves many of you "bursting with thoughts". Remember that the plan of this program was not that it should settle things, but rather that it should stimulate the thinking of all of us. And certainly it has done that.

In summarizing this program, perhaps it is well to review again its plan. The committee which set up this program laid it out with one day for principles and the other for programs. The speakers of the first day were to give you overall principles with regard to monetary giving. The speakers of today were to give you facts and figures on the way monetary giving is handled in different areas. Both groups of speakers have, I believe, done their job well. So well, in fact, as to make the summary necessarily difficult.

Any attempt to categorize the various plans set forth will be a limiting one, and to a degree a personal one. Yet it may still be helpful.

One way of grouping some of the plans that have been tried would put them into four types, perhaps as follows:

a) Those based on the *Compensation Concept*

For example: V.A. compensation
private insurance
workmen's compensation

b) What might be called (without prejudice) the *"Poor Farm Substitutes"*
Thus: State relief, or Aid to the Blind, both with a means test.

c) What I would call the *"Pacifiers"*
For example: free licenses
free rides

d) Would be the *"Equalizers"* (designed to remove penalties)
Among these: income tax exemption
guide riding free
braille franking privilege, etc.

Again we might outline the possible plans, this time from another viewpoint, in an outline somewhat as follows:

a) Family dependence; "charity"; local community aid.
b) Almsgiving; the Elizabethan Poor Laws.
c) Piecemeal plans:
single fare
income tax provision
real tax abatement
franking of mail
d) The liability concept (public responsible and liable).
workmen's compensation
V.A. disability compensation
e) Private insurance plans (elective).
f) Union and other group disability care.
g) State grant (federal, provincial, etc.)
"Welfare"with means test (A.B.)
"Pension" with no means test
"Pension" with "income" test but no savings or property test
Supplementary allowance free of means test
h) Social Security—partial steps:
disability freeze
payment to "covered" at once upon blindness
Payment to "covered" at once on any total and permanent disability
i) Social insurance—new:
direct—compulsory—on acturial basis
legal fiction—with basis in quid pro quo.

Certainly in all of these plans and perhaps in many more possibilities which I have omitted there exists sufficient material to keep all of us busy thinking throughout the long winter until we meet next year. Involved in the thinking will be distinctions made according to various definitions of blindness (and as you well know, many of us question the present definition). And there will be the problem of deciding how some of these plans should work for the congenitally blind and for the adventitiously blind, as well as the question of whether we should move into further plans gradually or with one great push.

Whatever the results of all our talking here, before it is over, I want to express my gratitude both for the opportunity to be here in this very stimulating job and for the great cooperation from the speakers and the audience.

REPORT OF THE AMERICAN FOUNDATION FOR THE BLIND

* M. ROBERT BARNETT, Executive Director
New York, N. Y.

Ladies and Gentlemen:

We come now to the time on the program of the convention which seems to be attaining a status of something close to tradition—the report of the American Foundation for the Blind to the American Association of Workers for the Blind. For the past few years it has been my privilege and responsibility to present it. I am grateful that I can come before you again to report another year of increased service.

Not very long ago, the Foundation had only this opportunity through which to attempt an explanation of its activities and policies to the professional field. With the exception of more specialized reports to the American Association of Instructors of the Blind and to National Industries for the Blind in their respective gatherings, the occasion of

* Visually handicapped.

an AAWB convention was the principal avenue for reporting of Foundation work. We came to the conclusion that this was not enough. Workers for the blind and many of the blind themselves all over the nation needed more information and that more frequently. Equally important, the Foundation needed more information from them to guide its own program.

Of late, it sometimes seems to us in our New York and Washington offices that we certainly must have saturated the field with an abundance of information from us. Our mailing lists and the frequency of their use has grown to rather impressive numbers. Our public relations efforts seem to permeate into every nook and cranny of the country. Our staff of field specialists are on the move so constantly that most of them are becoming strangers to their office associates. Our level of correspondence seems to be progressing geometrically from year to year.

Yes, one might think that there would be little left to include in the traditional report of the Foundation to the AAWB at time of convention. But such is not the case. This report becomes—on the contrary—even more essential. There still are too many whose wisdom and knowledge we do not enjoy in our never-relenting drive to collect and disseminate information to this field. This report, then, can always be a renewed effort to expose the Foundation's directions of service and its motivating philosophies, to the end that it can be examined and influenced by you.

We present today, therefore, a very few points of information and summaries of activity. In order to conserve time, we are omitting all statistical detail and almost all specialized service reports. Printed reports will reach you routinely about such things as manufacture and distribution of Talking Books; manufacture and distribution of devices of special design for the blind or deaf-blind; growth of distribution of watches, household aids, special tools, games; the editorial and circulation policies of periodicals such as the New Outlook for the Blind, Touch—And Go, Talking Book Topics, Braille Book Review, and AFB Bulletin service; the operation of the vacation center known as Rest Haven; our national personnel exchange service; the availability of quotas of radios at no cost to the recipient; our varied and growing expenditures for research, supported through fellowships, traineeships and grants to individuals who are making contributions to our field; the increasing volume of activity centering in the Foundation's reference library; expansion of research and field service in the educational placement of deaf-blind children and vocational placement of deaf-blind adults; the increasing frequency, variety and quality of professional development measures, including institutes, conferences, workshops, and summer session courses at university level; consultation to and surveys of local service programs; supplies of public relations materials for your use in radio and television; reduced fare concession coupons for blind travelers—even this list of only part of the Foundation's complex program is taking too much time just to mention.

Rather, we wish to concentrate your attention this morning on the following:

1. *Legislative research and information services.* It is not necessary or appropriate for us to relate here the details of current legislation under consideration by the Congress which in one way or another would affect persons who are blind. Our AAWB committee will present the story quite adequately. However, we do wish to emphasize that the Foundation's recent display of a more vigorous effort in the direction of Federally legislated benefits is not as unilateral in its approach as some may consider it. We have attempted during the past year to perfect a democratic procedure for agreeing about objectives. Details are to be found in our legislative bulletin service issues. The essence of our whole approach is found in our conviction that there is not as great a divergence of views among us in this field as superficial evidence would indicate, and that impersonal and systematic plan of cooperation really can be made a working reality in this field. In these days of violent self-interest conflicts, we can forge ahead in national welfare for blind persons only through a formula which has these equally essential parts:

(a) practical cooperation; (b) collection, documentation and interpretation of data; (c) a semblance of unity in matters of philosophy; (d) a relatively unanimous agreement upon immediate and longe-range goals.

Social action of this kind is, in our opinion, the most significant role of this Association,

but it must be based upon knowledge. The Foundation is trying to provide more of that ingredient in the formula of success.

2. *Rehabilitation of the near-blind through improvement and application of optical aids.* The budget of the Foundation for the year which begins July 1 of this year includes the funds for immediate launching of a program of clinical evaluation of optical aids which will, when more generally understood and utilized by practitioners, mean untold benefits for thousands of individuals with a degree of residual vision. The Industrial Home for the Blind of Brooklyn, among others, demonstrated nearly two years ago the remarkable improvement in useful vision that can be achieved in many instances even after the usual treatment and refraction procedures have been considered as the source of best correction. Dr. Richard E. Hoover of Johns Hopkins Hospital has agreed to coordinate the Foundation's clinical investigation program. We hope that within another year to two years we can provide practitioners and clinics with research data that will make for an effective and intelligent spread of these already known general conclusions.

3. *The search for the Talking Book of the future.* The Foundation has demonstrated for years a keen interest in the application of technological knowledge to the alleviation of the handicap of blindness. Untold developments may emerge from the world's advancement in the technical sciences to literally turn loss of eyesight into a much less severely disabling physical condition. The Foundation on the other hand, also continues to demonstrate an attitude of calm and objective reserve about inventions which—regardless of their dramatic appeal in the press—have yet to meet the test of practical usage.

During the coming year, the Foundation will take steps to round out its over-all technical research program, with a respectable basis of staff, laboratory, operating funds and topnotch scientific leadership. You will be most interested to hear about one principal goal—the search for the Talking Book of the future.

Generally speaking, we all are pleased with the progress of the principle of recorded books. Over 40,000 blind Americans now enjoy the service in the form of long-playing discs, with thousands more in other English-speaking countries. Quality of recording by the Foundation, the American Printing House for the Blind, Louisville, and the Royal National Institute for the Blind, London, is exceptionally good. Nevertheless, there are many problems of original cost, distribution, and maintenance which in the opinion of technical scientists should and can be reduced through a revolutionary new type Talking Book device. The idea of a cassette or cartridge type playback device employing tape or film as a medium is not new at this time. Many models of many slightly different designs are known to the Foundation and to others. During the next few months, however, we expect to consolidate proven data, experiment broadly with essential refinements, and hope to show an acceptable prototype for field test purposes within a reasonable length of time. As Executive Director, it is not within my province to make specific predictions of actual time, but the engineering personnel concerned with this matter have assured us service administrators that they recognize the need for early accomplishment.

The Foundation has had the invaluable backing of the United States Library of Congress, administrators of the Talking Book and braille program in the United States, in this activity. Canadian National Institute for the Blind is prepared to cooperate in tangible ways if and when testing stages are reached. We are maintaining close liaison with all other countries both directly and in complete cooperation with the World Council for the Welfare of the Blind. This is one coming development in work for the blind toward which workers for the blind the world over all look with united agreement in principle. It may happen sooner than we think.

4. *A hard look at the new look in public education.* About two years ago the Foundation set about to develop a body of materials which would be useful to itself and to other agencies in a deliberate effort to achieve a greater public understanding of blindness and the services which are available to help solve the problems it causes. This past year we continued to swell the volume and frequency of such materials. It is difficult, if not impossible, to measure the effectiveness of this type of activity. We have many indications that we

have attracted at least some attention, often because of good work and occasionally because of some item less than ideal.

During the past year, the Foundation received two noteworthy awards for activity in the public education field. It is possible that you have heard of both—the Silver Anvil Award of the American Public Relations Association and the Toxicorchid Award bestowed by the periodical known as LISTEN published by the Catholic Guild for the Blind of Boston. Just in case you do not understand, let me point out that one is supposed to be proud of the first and embarrassed with the second. There is not time to explain fine details, but the coincidence of these two can be used as a sharp summary of the basic dilemma of this program. The responsibility here is one of securing public attention in competition with highly professional veterans of the press and periodicals, radio, television and films. The public mind resists education and prefers easy-to-take diversion. It is easier for producers and consumers alike to deal in the stereotypes of sentinmental drama in portraying blindness. Our goal, of course, is to present the blind as normal and to break down the mental block which prevents understanding. The Foundation, with the cooperation of many of you, is trying to foster positive subject matter in all such literature and combat demoralizing negative material. In adopting more of the techniques of modern advertising, we have moved dangerously close to the lowering of our ideals of a professional nature. The Silver Anvil Award, in company with the numerous other evidences of appreciation, seems to show that we have been at least partly successful in learning the tricks of the trade with little money to spend. The Toxicorchid, however, and occasional other criticisms of specific measures, is evidence that we are far from perfect in the eyes of our own associates who stand for an uncompromising adherence to proper concepts.

If we are to be permitted some pride in the receipt of the Silver Anvil as a sign of partial success, then it is our wish to extend a portion of that credit to the Industrial Home for the Blind of Brooklyn. That agency contributed financially and in other ways to one of the items which formed the basis for the Award, the television series "Men Toward the Light". I wish there were time to mention all the other local agencies who are doing big jobs of public education in their areas, and we certainly thank them all for much valuable assistance. Keep the ideas coming, and we will do the same in return as they are developed into realities. If this is something of a new look in public education about blindness, let us never relax in critical examination of it. Take a hard look at the new look, so we may be sure that it isn't just the old look in a Hollywood masquerade.

5. *The Foundation in international cooperation.* It occurs to us that some of you may be seeking clarification of international developments in service to the blind. This is not the time or place. However, you should know that the American Foundation for the Blind proper is cooperating in many ways as a national American agency with the World Council for the Welfare of the Blind in the same manner as our AAWB and AAIB are doing. The Foundation's service role in areas of the world other than the United States, however, has been deliberately minimized in the light of the growing acceptance and influence of the American Foundation for Overseas Blind.

As Executive Director of the American Foundation for Overseas Blind, I urge your attention from time to time to its work. Details are readily available. Not only can we use the skills on occasion of consultants, but we also need your understanding in campaigns for funds. In addition to its permanent European and Middle Eastern headquarters in Paris and its missions in the Philippines and the Republic of Korea, the Overseas Foundation currently is supplying aid for struggling young programs in several score countries of the world.

We especially have been pleased that it has been possible to permit our Overseas Foundation Field Director, Eric T. Boulter, to serve the World Council for the Welfare of the Blind as its Secretary-General. The internationally-minded among you are fortunate to have him as a handy source of comprehensive information and guidance.

6. *A progress report—the AAWB-AFB study of standards and principles in services to the blind.* During sectional meetings of this convention, there have been detailed reports made by Foundation staff members of progress in

the study of standards and principles in services to the blind which the AAWB formally requested the Foundation to undertake two years ago. One year ago we reported the completion of preliminary groundwork. Now we gradually are implementing the numerous individual segments of that rather ambitious undertaking. On the whole, we are not too displeased with the speed of implementation, but are beginning to realize that its completion will be a complicated, time-consuming and expensive matter. Its applied effect, however, will be noticeable among us in relatively short order.

It is important that the members of this Association be well informed about one segment of this study at this time. We refer to the survey of personnel which is beginning virtually as we meet here. With the cooperation of the United States Office of Vocational Rehabilitation, the Foundation has contracted with an experienced personnel research organization—the Bureau of Labor Statistics of the United States Department of Labor—to do the job. While the Bureau will do the structuring, collating and analysis with Foundation consultation, the success of the project in the form of an index to occupational practices in this field will depend upon the cooperation of every one of us. To explain the survey more fully to you, we have asked the Bureau to send the individual who will devote full time to this stury to present a part of the Foundation report today. She is Dr. Margaret Plunkett whom I am happy to introduce to you now.

[Dr. Plunkett's remarks]

I wish to thank Dr. Plunkett for presenting this capable outline of the study as a part of the Foundation's report.

This year's report cannot be concluded without a bow to Miss Helen Keller. On behalf of the American Foundation for Overseas Blind, she and Miss Thomson completed just two weeks ago a round-the-world tour. It is safe to say that as she passes her seventy-fifth birthday next Monday, June 27, she has won the respect of the entire world for her influence upon programs of welfare, education and rehabilitation of the handicapped. In her name and that of the Trustees of the American Foundation for the Blind, I pledge our continued cooperation with the American Association of Workers for the Blind, and look forward to greater service to the blind as the years go by.

OUTSTANDING DEVELOPMENTS AND OPPORTUNITIES IN WORK FOR THE BLIND THROUGHOUT THE WORLD

* JOHN E. JARVIS, International Correspondent

Royal National Institute for the Blind
London, England

Towards the end of 1948 the Ministry of Education of the Government of India began to publish a periodical devoted to the education and welfare of the blind. An introductory article in the first number of this magazine distinguishes three stages in the general evolution of society, in each of which it claims that the blind have received at the hands of their seeing brethren three basically different kinds of treatment. The first and earliest stage is a period marked by the grossest lack of charity and of all that has since sprung from such regard. In this period the customs and superstitions of primitive men have led the seeing to believe that the blind are a doomed minority whose very presence in the community is calculated to do harm to the rest of mankind. The logical outcome of such an attitude is that in many cases the very survival of the blind is not tolerated. If I am blind in such a setting he who neglects me to the point of death and he who even goes to the length of killing me honestly thinks that he does a service to his fellows. The Indian writer calls this stage the period of intolerance.

The emergence of the world's great religions led to profound changes, and eventually the seeds of humanism were sown and many of them fell on good ground, so that by degrees the blind were accorded the right to life and indeed to protection. Stage III, described

* Visually handicapped.

as the period of integration, is the one in which we are now living in the West and in which still further rights are slowly but surely being conceded to the blind. The right of education for equal opportunity, the right of training and employment, and, little by little, the right to full participation in the life of the community. This is the period of manifold activity on behalf of the blind, much of it conducted under the leadership of the blind themselves. Its successful accomplishment is, I think, in direct proportion to the extent to which it is achieved in full partnership with the seeing. Their share in the partnership consists of helping the blind to become useful and contributive citizens, leading an increasingly similar life to that of their fellows in all respects except for those which are inevitably imposed by their lack of sight, a factor which is itself regarded as of decreasing importance in their total life pattern. Comprehensive programmes for the prevention of blindness, for the education of blind children of all ages, for the vocational training of adolescents, for the total rehabilitation of newly-blinded adults, and for the general welfare of all blind people—these are the hall-marks of Stage III, the period of integration. As I see it, the immediate challenge to the future is to devise means of making this provision appropriately available to all who are blind, from the new-born infant to the centenarian; from the recipient of State financial assistance to the blind professional man or woman; from a patient in a mental hospital to a University professor.

While these broad divisions can usefully serve as an approximate measure in assessing our own progress and that of our neighbours in other parts of the world, they are not of course as clear-cut in time and space as the Indian writer's over-simplification of the situation would have us believe. In fact, they merge into each other in intricate designs of development; only in the most primitive communities are the blind still uniformly at the stage of complete intolerance, and, at the other end of the scale, I should not like to flatter any group by asserting that its members had completely entered the period of integration and closed the door for ever on all influences from the earlier stages of intolerance and of protective humanism. Let me, however, use this yardstick, rough and ready though it be, on a lightning tour of the world—not in 80 days, the interval which startled our grandfathers when Jules Verne conceived it, but within the next half-hour.

In these days the greatest efforts of the pioneers are naturally being directed to those areas of the world in which most remains to be done, and although no-one has yet made spectacular headway in assisting the advancement of the millions of blind people in the world who are still living in a world of rejection, or, at best, of fatalistic tolerance, opportunities for reaching them are coming nearer each year than one might at first suppose. A few weeks ago, for instance, I spoke with a man who was just about to become the very first ophthalmologist to exercise his profession in Borneo, Sarawak and Brunei. He had been there before on a more general medical assignment and it was precisely because he had seen so many blind people in the remote villages, tolerated only so long as they could perform the most menial tasks in the community, that he had decided to return to England for specialized training and then to go back to those distant territories in Southern Asia and to do his best to prevent others from becoming the mere slaves of their community, the hewers of wood and the drawers of water for their more fortunate seeing relatives, enjoying little respect from their fellows and with not the slightest opportunity for any kind of advancement.

Examples of more deliberate rejection are not lacking even in the immediate neighbourhood of schools for the blind. Here is one which any Principal of a school in India could no doubt match many times. It comes from Edward Jonathan, who received his advanced training at Perkins three or four years ago. At the end of 1953 a parent brought his blind son to him for admission to his school at Pallamcotta. "As we were just then closing the school for the Christmas holidays", he writes, "I told him it was not possible to receive him then, but I furnished him with the necessary application forms and asked him to bring the boy back some weeks later at the beginning of the new term. On the evening of that same day, some shepherd boys brought this little blind lad to me, saying that they had found him in a pit, half a mile away. He had a large wound on his forehead, and by questioning him, I learned that his father had

pushed him into the pit and left him there. How great and permanent a liability a poverty-stricken parent thinks his blind child is and always must be." Another pupil at Pallamcotta had been lying by the roadside for three days after a similar act of rejection by his family.

In case such instances should make us Westerners feel a little smug may I say at once that in my view we are by no means free from guilt. Surely, every employer who refuses to co-operate with the placement officer for no better reason than the blindness of the applicant who is looking for a job in his factory is guilty of a type of intolerance which definitely puts him in Stage I, even if he does buy himself into Stage II, the period of protective humanism, by writing out a cheque immediately afterwards in favour of his nearest organization for the blind and as a sop to his own conscience. All of us have had to deal with such temporary setbacks, but I am optimist enough to believe that almost everywhere in the world the goal of real integration is the one on which enlightened workers in our field have now firmly set their sights, and I know that a few such people are to be found in almost every country. I should like to devote the remainder of this talk to some account of their recent achievements and to the opportunities which these have opened up.

From its headquarters in Great Britain and in those of Her Majesty's territories which have not yet evolved to the level of full self-government, it is the British Empire Society for the Blind which is doing most to bring those who are at the greatest distance from our goal substantially nearer to it. I only wish my energetic and resourceful blind friend, John Wilson, who directs this pioneer work, were here to talk to you about it as first hand. But here are some of the facts. It has been estimated that 90% of the world's blind population lives in under-developed areas, far from specialized medical facilities and from well-established blind welfare organizations. Until recently, in spite of gallant efforts by Christian missions and other humanitarian bodies, little had been done to tackle this problem on a comprehensive scale or to find means of relating blind welfare to its local environment rather than to the far less relevant traditional patterns which have been developed in Western countries. Clearly this is one of the great tasks for the future and I think it would be true to say that the most spectacular achievement along these lines stands to the credit of the British Empire Society for the Blind. During the past five years or so they have laid the foundation of a blind welfare system which is new both in its scope and in its methods.

The Society's area of operation includes all British colonies, protectorates and trust territories—a total of some 45 units of widely varying size, scattered throughout the world. Their general population amounts to more than a hundred millions and the Society believes that upwards of one million of these are blind and that millions more—perhaps even ten per cent of all adults—suffer from some eye defect. Naturally enough, the Society's first effort was concentrated on the ascertainment of the extent and causes of blindness in these territories and this has involved its entry to a degree never before attempted by a blind welfare organisation into the wholesale task of preventing blindness. It has already spent considerable sums on research in Africa and the Middle East, and the results of its surveys have shown that, in tropical countries which have inadequate medical services, the incidence of blindness is much higher than had ever been previously recorded. In the Gold Coast, for example, a survey of one million of the population revealed a blindness-rate of 4,000 per 100,000. Similar figures were obtained from Nigeria, and in Central Africa there is a horrifying amount of blindness among young children. The one hopeful fact that emerges is that as much as three-quarters of this blindness may well be preventable and that some of the major scourges, such as Onchocerciasis, the famous "river blindness," can be brought under control.

On the welfare side, the Society has concentrated on the formation in each territory of representative central organisations for the blind. These are now in active operation in 27 colonies and most of them have prepared minimum programmes of prevention and welfare for which local financial resources are being increasingly mobilised. The Society has as one of its cardinal principles the belief that any local institution should, after the preliminary demonstration period, be capable of support from local staff and local funds.

During the past five years some 30 new schools and training centres have been established.

A more recent development is that the Society is now experimenting with rural training schemes in Africa and the Caribbean area. It has realised that practically all blind people in these areas come from primitive agricultural backgrounds and, notably in Africa, can find employment outlets only within the traditional frame-work of family, clan and tribe. The pilot schemes already operating in East Africa consists of plots of land divided into typical native holdings. Blind men and their wives are given a year's course of training in the cultivation of local crops with local implements. On returning home they are allocated a similar holding of land to farm and every effort is made to integrate them into the local community as normal members of the clan or tribe. If they succeed, schemes such as this may well be as relevant to under-developed territories throughout the world as our Western system, based on schools, training centres and employment services, is appropriate to our own economy. This estimate of their value was endorsed last year by the World Council for the Welfare of the Blind when it expressed the conviction that the fundamental training and resettlement of indigenous rural populations should be affected with due regard to their family and community background and, in the case of newly-blinded adults, to their past employment—usually as smallholders and village craftsmen. Specialised training centres of this type were envisaged instead of the concentration of such people in cities and towns in new sheltered workshops. Public and private agencies in such areas were recommended to give serious consideration to the pilot scheme known as the Shamba Training Scheme, which is now being conducted by the Uganda Foundation for the Blind with the help of the British Empire Society for the Blind.

Colonial Governments and their peoples are already bearing a substantial share of the cost of work for the blind, but while these enterprises are getting fully into their stride the British public is still carrying a considerable part of the load through voluntary contributions from individuals and groups of many kinds. Nor must the assistance of our friends in Canada and the United States be forgotten, and it is particularly gratifying to John Wilson and his colleagues that blind people in North America, especially with the help of the Canadian Council of the Blind, have made splendid efforts in the last year or two to provide a better life for their less fortunate brothers and sisters in other parts of the Commonwealth. Opportunities are wide open for still further help, either in a general way or for particular projects.

International assistance to the blind in other under-developed areas is being made possible to a remarkable and increasing extent through the American Foundation for Overseas Blind, an agency whose continued and very generous support from the American public enables it literally to encircle the globe with a constant stream of material equipment and of specialised advice and information, all of which are so sorely needed in these lands. In this talk I can only mention a few of the highlights, but it is clear from the latest annual report of the Foundation that the period of immediate post-war relief in Western countries is now being succeeded by a much greater emphasis on under-developed areas. Experts are being sent in increasing numbers to provide consultation on the spot, and the Foundation's recent work in South Korea, its most ambitious project to date, is a good example of the present trend. There, in addition to providing support for existing blind welfare agencies, the Foundation, confronted by the lack of trained personnel and of public education, has established a field mission for a period of two years; its four experts will assist in the expansion of desperately-needed services and in the inauguration of new ones destined to benefit some 70,000 blind Koreans. In partnership with the United Nations this mission hopes to persuade the Government of the Republic of Korea and the voluntary agencies to place blind welfare work on a firm basis for the future and, when it is withdrawn, it is confidently hoped that a sufficient number of local staff will have been trained in twentieth century techniques of service to the blind and so many members of the Korean public made aware of the need, that such continuing programmes will be a permanent feature of South Korean Social Service. That this is no mere transplanting of Western practice into an Oriental framework in which it could not be expected to take permanent root

is shown by the fact that the Foundation's experts have been requested to urge the restriction of new projects to a size and character which will allow them to fit comfortably into local conditions when international aid has to be withdrawn. The Foundation hopes for its part that, after such effort of unprecedented intensity in a single country, more lasting benefit will follow than would be possible if its help were spread too thinly over a wider area of the Far East.

This does not mean, however, that other regions of South and East Asia are being neglected. In recent months, for instance, the Foundation has extended a great deal of material help to the blind of Formosa and is planning to extend to civilians the work for the war-blinded which is already well established. In the Philippines, Mrs. Jeannette Sills—who has won a well-deserved reputation for her work for the blind in the United States and who is a respected member of the American Association of Workers for the Blind—will shortly assist our colleagues there in the establishment of comprehensive arrangements for the total rehabilitation of the blind, backed by appropriate legislation and modelled on those of the United States.

If time permitted, similar examples of assistance to blind people all over Asia could be quoted, and I am sure that many more avenues of help will open up when the first Far Eastern conference of workers for the blind takes place in Tokyo later this year, thanks to general financial support from the Foundation.

The decision to give such powerful encouragement to workers for the blind in South and East Asia to meet together for their mutual benefit was to some extent inspired by the success of the first Pan-American conference which took place in Brazil in June of last year. There, it will be remembered, twelve Latin American countries were represented, and since then the pooling of their ideas and experience which the conference afforded has let to a much greater realisation of the value of regional services for which a Continent where Spanish is the national language of all but one country is ideally suited. The Foundation has of course done everything it can to foster these wider concepts of service and I should like particularly to mention the regional Braille Printing plant in Mexico City, whose senior staff have already been trained in the United States, and the even more far-reaching post-graduate teachers' training project which is to be centred on the University of Chile and whose students will receive their practical training in three schools for the blind in its neighbourhood. I would hope that these facilities will receive full support from all the Spanish-speaking countries of Latin America and I think it is most encouraging to know that a man who is himself blind is to direct this work after having received training both as a teacher of the blind and in educational administration in the U.S.A. The Foundation will of course make full use of the greater knowledge and experience of leading educators of the blind in North America when advising the University on the content of the syllabus and on the conduct of this pioneer training course. It will also contribute more tangible assistance in the form of special apparatus needed by these future teachers of the blind.

The importance of this new work in Chile is so great that the Foundation may well decide to establish there the regional office for Latin America, whose inauguration it has been planning for some time. In any case, it intends to have a number of newly-appointed field workers operating in Latin America before the end of this year. Thanks again to the convenient linguistic situation of the area, one of their tasks will be a study which may well lead to a regional talking-book service for Latin America, whose output in Spanish could serve the whole area apart from Brazil, where the Foundation is already co-operating with organisations for the blind with a view to the launching of talking books in Portuguese.

This short account of international help coming mainly from voluntary sources, impressive though it is, shows that private charity alone can never hope to meet even the basic needs of the teeming millions of blind people who live outside the West. The help of individual governments is urgently required, but with the best will in the world many of them will be unable to do all that they would wish without a great deal of help from the United Nations and its specialised agencies. How right we were during the Oxford conference in 1949 to encourage the United Nations to take an active interest in our work and to ask for the guidance of its

officials in securing help for the blind through their organisation. In spite of the fact that work for the blind is only one phase of work for the physically handicapped and that this itself is only one of many social activities in which the United Nations and its agencies are engaged with limited financial resources, the blind have received substantial benefits through these channels during the past five years. The U.N. Counterpart to the American Foundation's mission in South Korea is the demonstration centre for the blind in Egypt. Its first two years of operation have not been without their serious difficulties. But for me all of these become insignificant when I compare them with the fact that a centre actually exists with the avowed aim of showing workers for the blind throughout the Arab World precisely what can be done in such a setting and how it should be done. No such centre could of course have been opened without the enthusiastic support of the host government, nor must we forget that it is an international enterprise, and that it owes much of its success to Mr. Magill, its Canadian Director, and to Mr. Wagner, its German training and employment expert. But I hope I may be forgiven if I remind you that this was a truly British baby. It was in fact the late Dr. Harold Balme, a British consultant on rehabilitation to the U.N. and the World Health Organisation, who first visited Egypt for a preliminary investigation, and it was another Britisher, Mr. S. W. Starling, who carried out a more detailed survey and whose favourable report was mainly responsible for later U.N. support. This leaves me in no doubt that the paternity of this infant was British, though I am not quite sure to which nation its other parent really belongs. Great Britain has not limited herself to the paternal side of the deal, for I am reliably informed that our Miss Gwynneth Wallis has done an excellent job as the Centre's Home Teaching expert.

I do not need to tell you that work for the blind has received its full share of U.N. Fellowships and I cannot tell you the exact size of that share for I have not been able to obtain reliable and up-to-date figures. But I do want to take this opportunity of expressing warmest thanks to every one of you, on their behalf, for the unstinted help you always give to the holders of these awards when they invade your organisations and pull them to pieces to see how they tick. It is comparatively easy for me to advise that Miss A should be based on Bristol, that Mr. B would probably find the facilities in Edinburgh more suitable for his purpose, or that Mrs. C would do well to try and return home to the Far East via the Western route and to carry out some pretty intensive observation of work for the Blind in Canada and the United States on the way. It is much more difficult for you to act on such advice while still having time for all the work you have to do for your own organisations and I can only assure you that those of us who advise these students would never inflict these extra tasks upon you if we were not convinced that you all have a great deal to offer to these Fellowship holders for the ultimate advantage of thousands of blind people in their own lands whose needs are so much greater than our own.

I am not qualified to speak of the preventive work which the World Health Organisation and the U.N. Children's Emergency Fund have inspired, but I know that they are placing a great deal of expert knowledge and considerable finance in the hands of governments in the fight against Trachoma and other major blinding diseases and in promoting research into the causes and prevention of blindness in those areas of the world where ophthalmic services are still in their infancy. The spearhead of this attack is to be found in the Middle East, where, until the British Empire Society for the Blind had revealed the appalling extent of blindness in Africa, it had always been assumed that its incidence was likely to be higher than anywhere else in the world.

Neither the United Nations nor any of its agencies could hope to make as useful a contribution to our field as they are doing at present if they were not constantly advised and guided by an international organisation as representative as themselves but with much more specialised knowledge at its command. Once again how right we were at Oxford to listen sympathetically to the inspiring words of leadership of our Scandinavian colleagues and to make one more attempt to found a strong international organisation for the blind. The speed with which our World Council has come into being still surprises me, although with Colonel Baker as its President and Eric Boulter as its Chief Executive Officer one

might well expect things to get moving fast. The first full assembly of the Council, which took place in Paris last summer, was an unforgettable experience for those of us who were privileged to take part in it, and I had an unusual opportunity of assessing its importance for I was simply an observer attached to the British delegation and was not therefore obliged to take part in all the detailed Committee work of such gatherings, which tends so often to obscure the main issues and to prevent more active members from seeing exactly where they are going. My observations convinced me that by the time we left Paris we had created machinery for future international co-operation in our field more comprehensive and more world-wide than any which had existed before. Thirty-two countries were represented in Paris, and delegates from every continent, most of them themselves blind, joined the swelling chorus of those who urge that the place of the blind in the modern world should be one of equal citizenship with all that this implies, both in opportunities for service and in human rights. The new Executive Committee of twenty-five is equally representative. With a Canadian President, a Secretary-General with no territorial status but of English parentage, a French Treasurer, and five Vice-Presidents from three continents no-one could claim that the World Council is not truly international. It is also as democratic as such an organisation can be, for the smallest countries each have the right to nominate two delegates to its future assemblies and the largest countries have no more than six.

The detailed work of the Council has been entrusted to a number of specialist committees, some of which have already been working actively for several years. The Braille Committee, for example, under the chairmanship of Sir Clutha Mackenzie, and of which I am myself one of the two Vice-Chairmen, began life as the World Braille Council when it was set up under UNESCO auspices in 1952. It is still receiving limited financial support from UNESCO with whose help it had been able to continue the detailed work on Braille uniformity which UNESCO had begun in 1949. More recently it was one of the sponsors of the largest international conference on Braille music notation ever to have been held. Over thirty delegates from nineteen countries attended. and we are particularly grateful to the American Foundation for Overseas Blind and to those national organisations—the Royal National Institute for the Blind in London and the Canadian N.I.B.—who did so much to finance the conference but who generously allowed the much younger international organisation to take the credit and so to increase their own prestige. The conference reaffirmed its adherence to the main principles of the 1929 agreement on Braille music but the new manual which is now being prepared will contain a great deal of extra material which has not before been available between the covers of a single volume.

The Education Committee of the World Council, which has our good friend Mr. Getliff from the United Kingdom as its Chairman, is the continuing body set up by that most successful international conference of Educators of Blind Youth which took place in Bussum, Holland, in 1952. It is already planning the next gathering of that kind and I hope that a good many of you will be with us on that occasion in Oslo two years from now. Then there is a Technical Committee, smaller in numbers but charged with the task of keeping all developments in the provision of special apparatus for the blind under constant review. This year the need for such a study is particularly vital, for the United Nations will shortly publish a handbook on the Rehabilitation of the Handicapped, and has requested the World Council to contribute detailed information on the present and future development of new appliances for the blind. The work of the R.N.I.B. on the evolution of solid-dot Baille for use in the largest printing plants of the world and on the application of the vacuum-forming process for the production of Braille literature and of all kinds of maps and diagrams in smaller quantities will be of particular relevance to this enquiry.

The United Nations handbook to which I have just referred will also include detailed studies on the placement of the handicapped, including the blind, in fully competitive employment. I have no doubt that this was one of the reasons why Colonel Baker has decided since our meetings in Paris to set up two Employment Committees of the World Council, one on professional and urban employment and one on rural activities. No chairman could

be more suitable for the former than Joseph F. Clunk, who pioneered the employment of the blind in normal industry in Canada and the United States years before placement services became a regular part of blind welfare work in Great Britain, and whose efforts have still not resulted in anything like the amount of placement work in the Continental countries of Europe, in Australasia and in the industrial cities of the other British Dominions and of Latin America and the Far East that ought by now to have been achieved in such urban centres. We hope soon to remedy this situation to some extent as far as Europe is concerned, thanks to a proposal which I believe came originally from the World Veterans' Federation. This is that we in the United Kingdom should act as hosts to a group of about 30 future placement officers from about half that number of countries in Europe while they attend an international seminar on the rehabilitation of the blind and on their training for and employment in normal industry, clerical occupations and the higher professions.

Colonel Baker has also appointed committees to work on the international aspects of the prevention of blindness and of services to the deaf-blind, and the World Council will increase the volume of international exchange of professional knowledge and of material for the education of the general public in all phases of work for the blind.

I am well aware that I may have exposed myself in this talk to the criticism that I have dealt much more with questions of planning than with direct services to the blind. My only defence is that as I look around the world, planning for the near future appears to loom larger. In an attempt to redress the balance may I conclude by selecting, almost at random and for the brief mention which is all that my remaining time will allow, some of the more outstanding recent achievements of individual countries and some projects which will be in operation very shortly.

In the United Kingdom the R.N.I.B. will put a positive end to prolonged discussions by opening later this year an experimental residential centre for the pre-vocational training of blind adolescents, which we hope will have the effect of encouraging increasing numbers of them to think of open employment as their future career. In France, a day nursery is already working to meet the serious challenge of Retrolental-fibroplasia in the Paris region and is, apart from its non-residential character, closely modelled on the Sunshine Home Nursery Schools of England and Wales. The French Ministry of Labour has already appointed its first Placement Officer, and in both France and Belgium courses for blind women and girls in a wide range of domestic subjects have been started since the war. Those of us who attended the conference of Educators in Holland in 1952 saw for ourselves the splendid progress which the Dutch are making in their separate educational arrangements for blind and partially sighted children. In the German Federal Republic the greatest emphasis during the past few years seems to have been on the employment of the blind in clerical occupations, for the devising of an eight-dot system of braille shorthand is already enabling the blind to compete in the labour market for posts in which higher shorthand speeds are required than can consistently be maintained with the six-dot system, and the Siemens adaption of telephone switchboards has led to the placement of about a thousand blind telephonists. In Scandinavia the King of Norway opened at the end of 1953 a magnificent school for the blind near Oslo, which, when all its buildings are completed, may well be the finest in Europe. The neighbouring Swedes have applied more imagination to the development of their sheltered workshops than is evident in many other lands and, after only a year or two of operation, their unit for the production of industrial soap and its by-products is a paying concern. Their Danish colleagues already have training facilities for the light engineering industry which should very soon bring them success in normal industrial placement.

In South-Eastern Europe the Yugoslavs can boast of one city which, with its 100 blind telephonists, shows a better employment record in this field than any other in the world; they are forging ahead with industrial placement, and their sheltered workshops show the increased efficiency which a wise admixture of other disabled workers would permit in many countries if traditional prejudice were not so deeply rooted. The Greeks have a training centre in a number of carefully selected rural occupations, and this year the Turks have opened a new school for blind children in

the south-eastern part of their country where the high incidence of Trachoma made such provision a grim necessity.

Asia is not being left behind, as will be seen from the fact that both Christians and Moslems have recently extended their educational facilities for blind children in Jordan, and one of the most heartening functions of Dr. Helen Keller's latest world tour was her laying of the foundation stone of a new workshop for the blind in Bombay. The Indian National Association for the Blind was largely responsible for this development and, despite the fact that all its work is still being conducted by devoted volunteers, this new body is already playing a conspicuous part, in co-operation with the Central Government and with a number of State Administrations, in working for widespread improvement in the condition of the blind in that vast country.

Immense numbers of blind people in the more remote regions of the earth are still untouched by the advances I have mentioned, but I hope I have said enough to convey to you some measure of my own optimism, for I am perfectly sure that we are steadily marching on a world-wide front into an age in which the blind everywhere can expect to enjoy an ever-increasing amount of genuine integration into the life of the wider community. I believe it is up to each of us to do our utmost to ensure that the march is not halted anywhere.

SUMMARIES OF GROUP MEETINGS

GROUP A

PHILIP S. PLATT, Ph.D., Executive Director

The Lighthouse, The New York Association for the Blind
New York, New York

Your Group A—briefly identified as Executives of Local Agencies, etc.— met as a body, members and non-members alike, 150 strong, to focus on the very heart of agency work—The Means and Ends in Work for Blind People. The presentation was made by three speakers from three natural approaches,—that of direct service, that of public relations and fund raising, and that of administration. The three excellent papers consumed one hour; the discussion another hour.

Miss Ethel Heeren, supervisor of training, The Chicago Lighthouse for the Blind, presented a most thought-provoking paper based on the undeniable assertion that in our work, blind people are primary, agencies secondary, and that our major purpose is to provide every help and stimulation to assist them in developing and using their own abilities. She illustrated this viewpoint as applied to the teaching of braille, the teaching of travel techniques, and in employment in workshops for the blind, seeing each, as not an end in itself, but as a means to a possible fulfilment of the individual's potentialities. Only an individual-centered, rather than a skill-centered, approach, can bring about true success in these efforts. The whole individual must be the issue at stake. And here it is the intangibles of agency activities, thinking and motivation which determine how and what is done.

Miss Marjorie S. Hooper, Braille Editor, American Printing House for the Blind, in discussing the means and ends in Public Relations and Fund Raising, saw the dilemma, in both these areas, as being able to excite the public to the needs of their fellow-blind men in such a fashion as not to defeat our final purpose—the integration of "the blind" as people, not as objects of pity, into the everyday world of this same public. Frankly, and personally, she did not think that such means of fund raising as benefits, canisters, postmen's walks, the sending of unordered merchandise, etc., etc., could be condoned.

"The main purpose of every agency for the blind is to help blind people according to their own abilities, by providing the required extra education, guidance, stimuli and opportunities which the business of blindness necessitates. If, in the course of our fund raising and public relations activities, because of expediency, we do well only on the limiting factors of blindness, then how can we expect success for our programs of help to the blind, if we cut out from under our agencies to start with the very premise on which these programs are built".

To prevent this occurring, a proper attitude

of the staff, and especially its public relations and fund raising staff, toward blind people and toward questionable procedures is necessary.

Miss Hooper, personally, leans toward the well-conducted mail appeal as the method of preference, regardless of its admitted costliness.

Mr. George Meyer, Executive Director of the New Jersey State Commission for the Blind, spoke on the administrative aspects of the problem of truly serving the blind individual, and serving him completely. The means to this end he saw in adequate record-keeping, indoctrination of staff on policy, accessibility of staff to executive, and vice-versa, and a well-trained staff. Services should be so distributed as to avoid duplication and clear administrative responsibilities be recognized. There must be economical expenditure of funds—the executive's responsibility—well-developed staff relations, and carefully cultivated public relations, not only with the general public and supporters, but with one's clients.

The lively discussion that followed focused on whether the blind or the sighted worker was the better for initial contact with a newly blinded person; various aspects of the direct mail appeal for support; and the public relations value of direct sales of blind-made merchandise.

The following officers were elected for two years: Chairman, Mr. William E. Bartram, Manager, Lighthouse for the Blind, New Orleans, La.; Secretary, Mr. Milton A. Jahoda, Executive Director, Allen County League for the Blind, Fort Wayne, Indiana.

Respectfully submitted
Philip S. Platt, Ph. D.,
(Chairman of the Meeting)

GROUP B

WINFIELD S. RUMSEY, Secretary

Director of Vocational Services, Industrial Home for the Blind
Brooklyn, New York

Our Chairman, Dr. Norman M. Yoder, District Supervisor, Rehabilitation Services for the Blind, Columbus, Ohio, has asked me to convey the gratitude of the officers of Group B to all those interested people who attended our meetings. It was extremely gratifying to have an attendance which grew so large as to require that we call upon our Secretary General for help. Our room was filled to overflowing and thanks to Mr. Allen we were transferred to the ballroom. May we express the hope that this situation will continue in meetings to come.

Our speakers presented stimulating papers which resulted in spirited discussions in our evening session on the subjects of employment opportunities, placement techniques, optical aids and other kindred subjects.

It would be presumptuous of me to attempt to summarize these papers here, and since they will be printed in their entirety in the proceedings of the convention of the A.A.W.B. I will only list them and at the same time urge that they be included in your, "I must read that-" list.

We were fortunate in having the opportunity of learning from the following speakers, who discussed the subjects listed with their names:

Mrs. Mary K. Bauman, Psychologist and Co-Director, Personnel Research and Guidance Center, Philedelphia, Pa.

Subject: Counselling—Intentional or Unintentional

Major General Melvin L. Maas, U.S.M.C. Ret., Chairman, President's Commission on Employment of the Physically Handicapped. Subject: The Future of Rehabilitation for the Blind in the U. S. [General Maas unfortunately could not attend, however he forwarded his paper to be read to the group.]

Mr. Lindsay G. Williamson, National Director of Employment, Canadian National Institute for the Blind, Toronto, Ontario.

Subject: Improved Techniques in Placing the Blind

Dr. Francis J. Cummings, Executive Director, Delaware Commission for the Blind, Wilmington, Delaware.
Subject: Staffing Agencies with Professionally Trained Blind Workers

These then were the topics which gave impetus to the evening session, whose participants were a group of international experts.

Following our afternoon meeting a business meeting was conducted, the purpose of which was electing a Chairman and Secretary for the period 1955-57. The results of those elections:

Chairman, Vernon Hull, Area Supervisor, Virginia Commission for the Visually Handicapped, Richmond, Virginia; Secretary, Winfield S. Rumsey, Director of Vocational Services, The Industrial Home for the Blind, Brooklyn, New York.

Respectfully submitted,
Winfield S. Rumsey
Secretary

GROUP C

* HELEN VARGO, Secretary

Special Service Worker for the Blind, State Department of Public Welfare
Fort Smith, Arkansas

Group "C" For Home Teachers and Social Workers Other Than Home Teachers Engaged in Work for the Blind, met in the Ball Room of the Chateau Frontenac, Quebec City, Canada, Tuesday morning, June 21, 1955.

The first order of business was a progress report on the survey by the group to determine the need for and interest in a correspondence course in the diseases and anatomy of the eye, presented by Robert Langford, under whose chairmanship the survey was conducted. He reported that the survey data along with a recommendation from Group "C" had been submitted to the Hadley School for Blind, and within the next few months workers could expect to avail themselves of the course through the University of Chicago. Mr. Allen, AAWB Secretary General, also reported that the course would be available in braille and clear type.

A resolution was submitted regarding postal service on reading material for the blind, which will be presented in the report of the convention resolutions committee.

The following officers were elected to serve for the next biennium: Sarah V. Gissendanner, Home Teacher, Virginia Commission for the Visually Handicapped, Richmond, Virginia, was re-elected as chairman; and Dorothy Zerr, Field Representative Pennsylvania Association for the Blind, Philadelphia, Pennsylvania was elected to serve as secretary.

Then three papers were presented on the theme: A Measuring Rod for Professional Workers with the Blind.

Growth and Understanding the Non-Professional Blind was the topic of a paper by Douglas C. MacFarland, Assistant Executive Secretary; Virginia Commission for the Visually Handicapped, Richmond, Virginia.

He pointed out that the three important basic points in developing understanding of client problems are: Accepting the client where you find him; making use of the team work approach; recognizing limitation. He further pointed out that home teaching is a job for specialists and he urged that we "define our job; prepare well for it; but do not be afraid to recognize our limitations."

A Forward Movement in Worker Community Relations was the topic of the paper presented by W. E. Milton, Executive Officer, Northern Alberta, Canadian National Institute for the Blind, Edmonton, Alberta.

In summary he said there are three components of worker community relations: our attitudes; attitudes of the blind; and attitudes of the public.

Measurments of our Progressive Development was presented by Mary K. Bauman, Psychologist and Co-Director, Personnel Research and Guidance Center, Philadelphia, Pennsylvania.

She urged a self analysis of why we are in work for the blind, and gave these three questions for self evaluation: is this the only work we can get? is this the best work we can get? and is this what we want to do?

* Visually handicapped.

The session was concluded with a report by the group chairman, Miss Gissendanner, on the survey to develop a set of standards for the Home Teaching Profession. She read the compilation of data from the two questionnaires which have been completed. One pertained to current activities of home teachers throughout the country; and the other was to obtain information regarding what the home teacher thinks her activities should be. Following the reading of the report a motion was carried that we request the American Foundation for the Blind to conduct further research to develop home teaching standards, and that the American Foundation for the Blind should be asked to have two representatives from each of the Home Teacher Conferences and two from the AAWB Group "C" to serve as advisors.

Respectfully submitted,
Helen Vargo,
Secretary

GROUP D

* MRS. A. M. DICKINSON, Chairman
Chicago, Illinois

The members of Group D assembled for their meeting at 2 p.m. on June 21 in Salon 4 of the Chateau Frontenac in Quebec.

Feeling sure that the papers to be read would arouse much interest and discussion, and fearing that our time might run out, it was decided to first take care of our business. The first item to be taken care of was the election of a Chairman and the election of a Secretary for two years respectively. Mrs. Raymond M. Dickinson of Chicago, Ill. was reelected Chairman of the Group, and Mrs. Myrtle G. White of Raleigh, N. C. was elected Secretary. Then followed a short report by our member of the Board of Directors, Mr. Jake Jacobson of Portsmouth, Va.

Our program consisted of a symposium, subject Need the Blind be a Minority Group, with Mr. C. Coleman Cates of Burlington, N. C. taking the affirmative side, and Mr. Raymond M. Dickinson of Chicago, Ill. the negative.

Mr. Cates stated that although many blind people succeed as individuals, they promote their own interests and public education best by being a minority group. He said that they themselves can best tell the public what they need, and get the necessary legislation. He also stated that many blind people would have little or no social life if they did not have their own group activities. However, he felt that blind people should be encouraged not to be exclusive.

Mr. Dickinson defined minority groups as people isolated by ties of language, religion, or common descent, and strong feelings of difference. He stated that many blind people fall into such similarly isolated groups, feeling suppressed and misunderstood. These groups were originally created by society for the education and welfare of the blind, and by the blind people themselves to help each other and for social life. He added, however, that this creates barriers between blind and seeing people. He stressed the fact that people should not belong to any one group, but should vary their interests, and that blindness should be considered no more a group characteristic than big feet, blue eyes, or red hair. He stated that agencies for the blind should redefine their programs to fit community interests and encourage community participation. He pointed out the importance of keeping blind people in sighted groups, and the need for research to break down the minority group.

These are the highlights of both papers. Since they will appear in full in the proceedings, this should be sufficient to interest you in reading them.

Then followed a good discussion from the floor, with both participants being asked and answering many questions. The size of the audience and its participation testified to the interest shown in the subject chosen. Our meeting was adjourned at 4:30.

Respectfully submitted,
Augusta M. Dickinson

* Visually handicapped.

GROUP E

KATHRYN C. BARKHAUSEN, Secretary
Director, Services for the Blind, Denver, Colorado

Group E, consisting of Executive Heads of any Commission or Association doing Statewide Work for the Blind, met in the Committee Room, Chateau Frontenac, with an attendance of 125 persons, Monday evening, June 20, 1955.

Mr. W. Howard Patrem of Indiana, opened the meeting promptly at eight o'clock and expressed the regrets of Mr. Harry B. Simmons, Chairman of this Group, for being unable to be present but he arranged for Mr. Patrem to take over his duties at this meeting which he was very glad to do.

The topic for discussion was "The Future of the Vocational Rehabilitation of the Blind under the Provisions of Public Law 565, with Mr. Arthur L. Voorhees, Mr. George J. Emanuele and Mr. H. B. Aycock, as speakers on the various phases of the law.

Mr. Voorhees, Vocational Rehabilitation Specialist, Division of Services to the Blind, Office of Vocational Rehabilitation, Department of Health, Education and Welfare, Washington, D. C., spoke on Vocational Training and Placement aspects. He said that training and placement have been basic to vocational rehabilitation since 1920 and from then until 1943, was the only service division in the vocational rehabilitation program. The Barden-LaFollette bill added physical restoration and provided for the inclusion of agencies serving the blind in the program and as a result, a great many blind people have been rehabilitated. We realized that we needed more to add impetus, solidarity and objectivity. Then in 1954, President Eisenhower, in his message to Congress, urged the expansion of the vocational rehabilitation program and set as a goal, 200,000 physically handicapped persons to be rehabilitated by 1959. This means approximately a tripling of the program.

Under Section 2 of Public Law 565, Mr. Voorhees said there is provision for increasing the appropriation for the basic support of the expanding program. Section 3 carries provisions for extension and improvement projects to develop broader areas of the program. States can take advantage of these provisions to develop organized, identifiable programs in new areas of training and placements. The need for this is indicated by the fact that of the 3,295 persons who were placed last year, less that 50%, or 1,542 of them received training prior to placement. Of this number approximately 50% were trained in established training institutions such as vocational schools, business schools and colleges. This remaining 50% were trained in Workshops, business establishments and 15% were classified "as other".

Mr. Voorhees said it is important to note that of all of the rehabilitation services for which federal matching is available, training, guidance and placement do not require a means test. Another provision of Public Law 565, provides funds for research and demonstration projects. This should be a boon to the rehabilitation program for the blind in helping us to solve the numerous problems for which we need answers. For example he named the following three projects for which grants have been made:

1. A study of greenhouse operations which can be performed without sight in order to further employment opportunities in commercial greenhouses.
2. A study to determine the type of professional persons employed by agencies serving the blind as well as job descriptions.
3. A pilot project on industrial home work.

Mr. Voorhees said the new law also provides for the establishment, under certain provisions, of rehabilitation facilities and workshops. This should be of real importance in making a broader range of adjustment services available to a larger number of blind people and assist them in their preparation for training and placement. Training and Traineeships are also made available for assisting the staffs of agencies serving the blind, as well as for those who are planning to enter the field. Specialized courses are planned next year for counselors having responsibility for rural placements.

Another training course to be offered by the Industrial Home for the Blind, Brooklyn,

New York, will provide qualified individuals with an overall orientation to the services important to vocational rehabilitation. This course is planned to cover a twenty weeks period and it is hoped that it can be offered during the coming fiscal year. Plans are also being considered for a course in placement in competitive occupations. These plans are still in the embryonic stage but it is hoped they can be completed in time to sponsor such a course by next spring.

Mr. Voorhees, in conclusion, said the application of these provisions of the new law concerning training and placement services, should result in a material expansion of the program across the country.

The next speaker, Mr. George J. Emanuele, Director, Medical and Social Services, Florida Council for the Blind, Tampa, Florida, spoke on the Medical and Social aspects of Public Law 565.

He said in giving recognition to those instrumental in passing Public Law 113 and its liberal interpretation, that this law has become the basis of sound rehabilitation principles upon which present plans for the future are being developed. Now, Public Law 565 broadens the vocational rehabilitation services to provide federal funds that could be used in part to meet most of the services needed to achieve successful rehabilitation. It permits in a documented language the pooling of the community resources, utilization of professional personnel skilled in the techniques of rehabilitation and the training of personnel in methods of rehabilitation. The definition of rehabilitation services was broadened under this new law after considerable research, which revealed:

1. That Public Law 113 was a limited program and that a large proportion of the disabled population still need help.
2. That the allotment of a greater amount of federal funds would directly influence the growth and quality of services that may be available through state agencies.
3. That there existed a shortage of professional personnel skilled in phases of rehabilitation techniques including therapists, psychologists, social workers and others.
4. A need for training professional personnel in the techniques of rehabilitation including physicians, social workers and others.
5. A need for rehabilitation facilities including hospitals skilled in the treatment and care of the chronically ill, the need for nursing homes, convalescent centers and other facilities.
6. A need for growth and expansion of local resources and institutions concerned with phases of rehabilitation and for them to assist in providing services and to train personnel.

Mr. Emanuele said it is anticipated that 200,000 disabled persons will be rehabilitated by 1959. If the ratio of the blind to the number of the total who will be rehabilitated remains the same, then we can expect approximately 18,000 of those rehabilitated will be visually impaired, which seems incredibly high. He said that the majority of state directors for the blind feel that while the numerical goal may be correct, the time table his been unrealistically and arbitrarily established. The achieved goal, however, may reach reality a few years later than 1959, he said.

Mr. Emanuele reported that in Public Law 565 under "Eligibility", repeated reference is made to "functional limitation resulting from such disability . . ." and, "eligibility based upon . . . resulting functional limitation . . .". Determination of functional limitation imposed by the disability and it being "substantial limitation in activities" or "handicapped to unemployment", is now required under Public Law 565.

Under the Rules and Regulations "Case Study and Diagnosis" under Public Law 565, it states "which provides . . . through diagnostic study . . . which will consist of comprehensive evaluation of pertinent medical, social, psychological factors in the case", which endorses that which has been in practice in securing necessary data in completing the evaluation.

The third and last speaker was Mr. H. B. Aycock, Chief, Division of Services for the Blind, Office of Vocational Rehabilitation, Department of Health, Education and Welfare, Washington, D. C.

Mr. Aycock prefaced his subject by making a few comments on the aspects of Public Law 565, which, he said, provides a legislative

formula for allocation of vocational rehabilitation funds to the states, thus eliminating the difficulties encountered in previous years in the equitable distribution of available funds to state agencies. He said the appropriations have not been up to the authorized amounts, primarily because state funds available are not adequate to earn the full authorization. Appropriate language, however, provides for the allocation of funds in an amount larger than the appropriation, thus enabling adequate federal funds to date for matching available state funds. The amendment greatly broadens the definition of rehabilitation services and authorizes in addition to specific services mentioned "any other goods and services necessary" for the rehabilitation of the disabled.

Mr. Aycock went back to the year 1915 when the first vending stand was established in New York. Then by the 1920's, a number of states were established vending stands. But, he said, it is to the credit of the Canadian National Institute for the Blind, that the centralized control system of vending stands was established in 1926. Then in 1936 the 74th Congress of the United States passed the Randolph-Sheppard Act which provided for vending stands to be operated by the blind in federal buildings. In 1943, the Barden-LaFollette bill, known as Public Law 113, provided the legal basis for the creation of strong agencies for the blind. Then in 1946, the administration of the Randolph-Sheppard program was transferred form the Office of Education to the Office of Vocational Rehabilitation. Soon thereafter, it was further expanded by the Business Enterprise program in which was provided federal funds for establishing vending stands.

Vending Machines presented a threat to this program which was largely responsible for the amendment contained in Public Law 565. The principal provisions contained in the amendment, are as follows:

1. Extension of the preference from buildings to federal proporties.
2. The requirement that the head of each federal agency and department in control of federal properties, issue regulations after consultation with the Secretary of Health, Education and Welfare, and with the approval of the President, to assure the preference for licensed blind persons in the operation of vending stands on federal property including the assignment of income from competing vending machines.
3. Limiting the amount of funds that may be set aside from the operation of vending stands to the amounts determined by the Secretary of Health, Education and welfare to be necessary for the:
   a. maintenance and replacement of equipment;
   b. purchase of new equipment;
   c. management services;
   d. assuring a fair minimum return to operators, and;
   e. authorizes, at the state's discretion, ownership of equipment and stock by the operators.
4. Provision of an opportunity for a fair hearing of any licensee dissatisfied with any action arising from the operation or administration of the program.
5. The termination of present designations of state licensing agencies on July 1, 1955, and the requirement of new applications and designations.

Mr. Aycock said the amendments are more specific than the original Act and will require considerable changes in the operation in several of the state programs. The principal changes will be in relation to the setting aside of funds, provision for ownership of stock and equipment, and the financial participation of operators.

Funds are made available under Public Law 565 for financing the equipment and original stock for stands.

As to the future, the amendments and the required preference should, in the next few years, double the number of vending stands from the present 1600, slightly more than one-third of which are on federal properties.

The need for preparing through adequate rehabilitation services and training, a large number of vending stand operators is urgent. There is need also for more and better training facilities, procedures and techniques, as well as improved supervision and management services.

The Vending Stand program is one of the best public relations media in work for the blind.

The amendments to the Randolph-Sheppard Act offer great opportunities for the future and place great responsibility on the agencies for the blind administering this program.

Mr. Phillip N. Harrison moved that the members of Group E extend to Mr. Aycock a vote of confidence as Chief of Services to the Blind, Office of Vocational Rehabilitation. The motion was duly seconded and unanimously carried.

Election of officers was held and the following were unanimously elected:

Board Member (4 year term) W. Howard Patrem, of Indiana

Chairman (2 year term) Howard H. Hansen, of South Dakota

Secretary (2 year term) Mrs. Kathryn C. Barkhausen, of Colorado

Respectfully submitted,
KATHRYN C. BARKHAUSEN, Secretary

GROUP F

* EUGENE D. MORGRET, Secretary

Assistant General Manager, National Industries for the Blind
New York, N. Y.

The purpose of this report is to present the highlights of those papers presented at the Group F. session held Monday June 21, 1955, with the hope that information given here will encourage reading of the papers which are printed in entirety in the proceedings. The papers presented were as follows:

"Progress Report on Study of Criteria and Standards for the Ideal Agency," Alexander F. Handel, Consultant in Community Planning, American Foundation for the Blind, New York.

As a result of the material presented in Group F. sessions in 1953 and 1954, the American Foundation for the Blind assumed responsibility for making a study of Criteria and Standards for the Ideal Agency.

The purpose of Mr. Handel's report was to indicate to the Convention the progress made in this study. Mr. Handel pointed out that the Foundation is starting to develop information along three important lines on this study, as follows: (a) Vocational Service. (b) Recreational and Social Group Service. On these two points Mr. Handel has secured the assistance of outstanding professors of Columbia University. (c) A study of Personnel Standards and Practices. This will be accomplished with assistance of the Bureau of Statistics, United States Department of Labor.

Mr. Handel hopes that the 1956 session of the A.A.W.B. will enable him to report some findings and recommendations on these three phases, which comprise important parts of an ideal agency.

We are quite certain from information given us by Mr. Handel that a much needed basis will be established to help develop standards in our fields, which have to a large extent been non-existent.

"Golf for the Blind and Demonstration," Charles E. Tooth, President, Canadian Blind Golfers Association.

Mr. Charles E. Tooth gave a very interesting demonstration of how the blind can play golf and told the group what the game means to the individual blind person.

Through a friend, Mr. Tooth started to play golf in 1937.

In 1945 the first Canadian tournament for blind golfers was held and in 1946 the first international tournament was held in Detroit between the United States and Canadian teams.

Today there is a Canadian blind golfers association as well as a blind golfers association of the United States and an international blind golfers association of which Mr. Tooth is the President.

In Canada, with only one adult agency for the blind doing the majority of the work, this athletic activity has proven to be a wonderful public relations medium. The international meets are now sponsored by the House of Seagram.

The C.N.I.B. and Cooperation Between National Agences," Colonel E. A. Baker, Man-

* Visually handicapped.

aging Director, The Canadian National Institute for the Blind, Toronto, Ontario.

Colonel Baker presented a history of the development and growth of the Canadian National Institute for the Blind, indicating that their growth and progress over a comparatively short period of time has been due to the fact that they capitalized, as well they should, on the errors of both the United States and the United Kingdom.

In 1916 the Blind of Canada were served by five schools, one small library and three workshops for the blind. In 1917 the C.N.I.B. received its charter and established its National office and first work shop in Toronto.

By 1933 this organization was serving all of Canada and covering all phases of the adult program.

Like the United States, the rehabilitation phase of the program has just gotten under way and it was not until 1951 that Canada had a national rehabilitation law.

Today the C.N.I.B. serves the blind of all ages and groups from the preschool blind to the aged blind unable to work.

Along in the 1940's, C.N.I.B. found that some of the services which it needed were available from other agencies serving handicapped groups. They sent out a simple questionnaire to such agencies and after discussing the various phases of the work which each agency was performing, have today a smoothly working, coordinated program, in which C.N.I.B. have at their call the services of other agencies and at the same time have their services to offer to clients of the Red Cross, Tuberculosis, etc.

"Value of Vocational Counselling, Agencies for the Adult Blind and Schools," Robert H. Thompson, Superintendent, Missouri School for the Blind, St. Louis, Missouri.

Mr. Thompson's paper gave a clear idea of what it is possible to accomplish through the counselling of school students by the use of rehabilitation counsels.

While the facts set forth in Mr. Thompson's paper apply mostly to the State of Missouri the same results would be applicable to any region. As this paper indicates, the progress is slow, as shown in the fact that in 1948 only 209 students received counselling and in 1953, five years later, this increased to 273.

Such counselling should avoid errors in choosing of vocations which could occur as a result of a student's likes or dislikes, his natural aptitude or his local environment.

I would heartily recommend that those responsible for the conducting of schools as well as the vocational rehabilitation directors read this paper as it contains many good suggestions for the development and carrying on for the counselling of school students.

"Work for the Blind in the United Kingdom," John E, Jarvis, International Correspondent, The Royal National Institute for the Blind, London, England.

Mr. Jarvis' paper on work for the blind in the United Kingdom was most interesting. It is just too bad that he was not here in Quebec to deliver the paper as it covers all phases of the work for the blind from preschool blind children through relief of the aged blind and indicates that they have more or less of the same problems as we in North America. Some of the outstanding points of Mr. Jarvis' paper were—

That they will have this fall, five schools for the preschool blind, the majority of which are the result of retrolental fibroplasia. However, he seems to feel that the peak of this cause of blindness has been passed, at least in Great Britain. He states that 90% of the preschool blind children are totally blind.

In their schools for the blind child they too are struggling with the problem of educating the blind child in the residential school and at the same time avoiding segregation.

They have one phase of education of the blind child—that of a school for children with additional handicaps. This seems to be an excellent step.

Another phase of the education of the blind is the experimental center for assessment of the adolescent. This phase of the program is an effort to point out to the blind student the possibilities of employment outside of sheltered workshops. In the last few years the number of blind entering sheltered workshops has been exceeded by the number of blind adults placed in competitive industry and professions.

In 1952 of 1,000 placed in industry, 500 were telephone operators and about ½ of this number employed in stenographic position. This is a very interesting figure and one on

which I believe the rehabilitation forces in the United States at least could make some studies.

Mr. Jarvis points out that there should be more study and experimentation for the development of new processes and articles produced in the sheltered shops. This sounds familiar to all of us.

Another point of similarity between their problems and ours is that of home teaching and aid to the blind. They seem to have almost the same problems as those with which we are all familiar. I would heartily recommend this paper in the proceedings to all of you.

The election of officers of Group F. was held with the following reslts:

Representative on Board of Directors of Group F. for four years—Mr. Milton Johnson of The Braille Institute of America, Los Angeles, California.

For two-year terms: Eugene D. Morgret, Assistant Manager, National Industries for the Blind, New York, N. Y., Chairman; Miss Elizabeth Hutchinson, Vice President of Seeing Eye, Morristown, New Jersey, Secretary.

Respectfully submitted
Eugene D. Morgret
Secretary

GROUP G

* WILLIAM G. ALLEN, Chairman

Superintendent, Texas School for the Blind
Austin, Texas

The following papers were presented:

"Faith in the Future," Dr. Neal F. Quimby, New Mexico.

Dr. Quimby emphasized the changing nature of our time. "The complicated social structure of today" he said, "creates demands upon our schools which were unknown . . . thirty years ago. Leaders in our field have recognized these changes. But only rather recently have these unmet needs become common knowledge."

To prepare a child to meet today's problems requires the full use of all our resources, with parents, teachers, houseparents, placement agents, vocational counsellors, administrators and the pupils working together for a common goal.

Dr. Quimby emphasized that we must have "a ruling principle for the conduct of life and education. This principle should be plastic and experimental, never rigid or dogmatic. . . . The best possible for all visually handicapped students must be our goal."

"Better Community Planning for the Pre-School Blind Child," Miss Marian Held, The Lighthouse, New York City.

Miss Held reported that The Lighthouse began its program for small children at its headquarters in 1928, and has expanded its services as the need for them grew. A second nursery school was opened a year ago in quarters provided by Temple Isaiah in Forest Hills, New York, to care for children from Queens County.

In the late Fall of 1954 a third school was opened, this time in a room in Public School 133 in Queens County. Eight children attended, and the number will be increased to ten when the new term opens.

Miss Held described this as a "semi-integrated" program with all the advantages of their previously established schools, but with the important additional advantages of a location within the structure of the New York City Public School System.

There were approximately sixty persons present and a number of questions were asked. Those addressed to Dr. Quimby dealt mainly with teaching travel techniques, while Miss Held was asked for further information about her nursery schools.

The following were elected to represent Group G: Chairman for two years, Edward J. Waterhouse, Massachusetts; Secretary for two years, Dr. Charles Buell, California; Board Member for four years, Dr. Neal Quimby, New Mexico.

Respectfully submitted,
W. G. Allen
Chairman

* Visually handicapped.

GROUP H

NELSON H. COON, Secretary

Librarian, Perkins Institution
Watertown, Massachusetts

As usual the attendance at this meeting was much beyond the normal membership, many home teachers attending because the entire discussion centered around cooperation between the libraries and the home teacher. It was peculiarly appropriate that this subject was chosen, in view of the fact that the first paper brought out that 1955 is the one-hundredth anniversary of the beginnings of home teaching in England (as the brain child of the inventor of Moon-type).

All of the nine short papers pointed clearly to the fact that not only were libraries highly important to the teacher but that most of the early impetus for the work came *from* the printers or distributors of embossed books.

The subject matter of the meeting had been carefully planned by the Chairman, Donald G. Patterson, to include consideration of every possible facet of the many problems jointly faced by readers, teachers and librarians and many helpful suggestions will be found in the papers which are to be printed in the report. I recommend them to your reading. Principally you will find that there are no points of basic disagreement but only many minor problems and annoying difficulties that are inherent in the handling of men, machines and money.

Because of a lack of time there was less *discussion* than usual and this only on the subject of the improvement of talking book machines (or at least an improvement to make their use easier for the aged blind). In fact one could say that every word spoken was concerned with the question of making the lives of the visually handicapped educationally more stimulating and happy through the vicarious pleasure to be found in books.

A resolution was proposed by Juliet Bindt relative to the matter of asking the U.S. postal authorities to make possible the pick-up of packages of reading matter sent by readers to the libraries. Group H on proper motion went on record as recommending to the Association that such a resolution be endorsed.

Following the presentation of papers, and short discussion the 22 members present went into business session and elected the following officers: Board Members from Group H. (four-year term), Donald G. Patterson of the Library of Congress; Chairman for two years, Nelson Coon, Librarian, Perkins Institution; Secretary for two years, Marjorie S. Hooper of the American Printing House for the Blind.

The meeting adjourned promptly at 5 P.M.

Respectfully submitted,
Nelson Coon
Secretary

GROUP I

W. J. STRICKLAND, Chairman

Business Enterprise Representative, North Carolina Commission for the Blind
Raleigh, N. C.

The meeting of Group I was held in the Committee Room of the Chateau Frontenac Hotel, and was called to order by the Chairman at 2:00 P.M., June 20, 1955.

Members and visitors were made welcome in a few remarks by the Chairman who, at the conclusion of his remarks, presented the Moderator for the Session, Mr. Douglas R. Strong, C.N.I.B.

During the meeting the following papers were presented, and were received with a great deal of interest and enthusiasm:

"The Value of a Business Enterprise Program to the Overall Employment Program for the Blind, and to the Individual Blind Person." Mr. P. E. Stollery, Special Placement Officer, C.N.I.B., presented his talk on this subject ably and effectively.

"The Value of a Progressive Business Enter-

prise Department in a Well-Integrated Program for the Blind." This subject was well covered by Mr. A. W. Sparks, Supervisor, Field Services, Ottawa Division, C.N.I.B.

"Value of Retail System of Control of Business Enterprises as Operated in Canada," and "Value of Well Organized Supervision of a Business Enterprise." These two subjects were presented by Mr. William Donaldson, Operations Supervisor, Canteens and Cafeterias, Quebec Division, C.N.I.B.

At the conclusion of the prepared program, a discussion period of the subjects presented was entered into with full audience participation. This proved to be lively, interesting, and very informative.

I would be doing the persons who prepared and presented these papers an injustice by singling out a few of their remarks and expressions in this summary.

Therefore, I urge each of you to read in the proceedings of this convention these papers in their entirety.

In an election held immediately after the program, the following officers were elected: Director for four years, Gordon L. Joyner, Virginia Commission for the Visually Handicapped; Chairman for two years, by re-election, W. J. Strickland, North Carolina Commission for the Blind; Secretary for two years, Walter G. Phillips, Supervisor of Services for the Blind, Vocational Rehabilitation Division, Oklahoma.

The group expressed their appreciation for the efforts and guidance of Mr. Douglas R. Strong while he was serving as Director of the Group.

Respectfully submitted,
W. J. Strickland,
Chairman

REPORT OF THE RECREATION COMMITTEE

*** CHARLES BUELL, Ed.D., Athletic Director**

California School for the Blind
Berkeley, California

The President of the AAWB appointed this committee in 1954. The Committee immediately started to distribute a newsletter to nearly 100 subscribers. This publication has done much to exchange ideas and experiences among people in the field of recreation for blind adults.

During its first year of existence the Recreation Committee initiated, completed and appraised a national survey on organized recreational activities and problems of agencies serving blind adults. It is hoped the Board of Directors of the AAWB will clear this information so it may be published in the New Outlook for the Blind where it will draw widespread attention to recreation and its importance in the lives of blind individuals.

After reviewing the results of the survey the Committee believes there can be little doubt as to the universal importance of providing and encouraging recreation for blind adults. A high percentage of blind people need and receive social rehabilitation through recreation. The Committee would like to emphasize this point and bring it to the attention of all workers coming in contact with the blind.

The survey also identified the most widespread problems in recreation for the blind. Now that these are known the Committee and workers for the blind can better direct their efforts. These problems must be solved so that recreation can assume its proper place of importance.

In addition to the facts above on the report of the meeting of the Recreation Committee, three papers were presented by the following: Mr. Maurice Case of the New York Lighthouse spoke on *Recreation at the Lighthouse,* Mr. Kenneth Herbert presented a paper on *The Phoenix Center for the Blind,* and Dr. Charles Buell gave a paper on *The Results of the Recreation Study.* Following the presentation of papers, a question and answer period was conducted with the committee chairman, Fuller R. Hale, as moderator.

The meeting of the Recreation Committee here in Quebec was largely devoted to a dis-

* Visually handicapped.

cussion of overcoming problems in the field. There were fifty persons in attendance and a great deal of enthusiasm was evident.

The group was of the unanimous opinion that the Board of Directors should make the Recreation Committee a permanent part of the AAWB. Many of the members expressed a desire to form a regular section in this field.

Recreation for the blind is now quite widespread, but more expansion is desirable along with improvement in the quality of the program. Your committee hopes to make some definite contributions along these lines.

Respectfully submitted,
Charles Buell

MUSIC COMMITTEE

* HERBERT C. TRENEER, Chairman

National Music Consultant, The Canadian National Institute for the Blind
Toronto, Ontario

Mr. Chairman, Ladies and Gentlemen, your Standing Committee on music held its annual general meeting in salon no. 4 of our conference hotel on Thursday afternoon, June 23rd with an attendance of approximately fifty.

The first item on the programme was a paper presented by Mr. John E. Ramsay of Newcastle, New Brunswick, entitled "Opportunities for blind musicians in small communities." Mr. Ramsey deplores the fact that only a small number of musicians who graduate from residential schools for the blind secure permanent employment. He stated that there are unlimited opportunities for blind musicians especially in small communities. Mr. Ramsey described his successful experiments in public school music in his community which is gradually gaining wide recognition because of his success in the entry of his classes in local music festivals. Mr. Ramsey has also successfully presented his students on local radio programmes.

Mr. Ramsey stated that in order to succeed blind musicians must have faith in themselves, faith in their students and faith in God.

The second item on the programme was a paper prepared by Mr. Charles Beetz, Director of the Lighthouse Music School, New York, N. Y. As Mr. Beetz was unable to be present his paper was read by Mrs. Edith Simpson. This paper dealt with the activities and accomplishments of the Lighthouse Music School which is a branch of the New York Association of the Blind. Mr. Beetz stated that it is the only school of its kind in the entire United States; and that its reputation is constantly widening. It has recently been recognized by the New York state board of regents as a center where examinations in comprehensive music may be given to blind students. Credits from these examinations may be applied to their school requirements.

R.C.A. Victor has made a recording of Christmas carols rendered by their women's choir which has been sold throughout the country. A number of students have chosen music as their career. The curriculum of this school includes piano, organ, violin, clarinet, saxophone and trumpet, singing, Braille notation, staff notation and ear training, and all branches in the theory of music. The curriculum also includes piano, string, and woodwind ensembles, a teacher's training workshop on contemporary music, etc., languages, posture, etc.

Following the presentation of these papers Harry J. Ditzler, musical director of the New Mexico School for the Visually Handicapped, Alamogordo, New Mexico led a discussion which was based on the recent Paris music conference, and since. It was centered around the new music manual currently being prepared by H. W. Spanner of London, England. It also included the revisions enacted by the Paris conference, and a pending issue designated as "Note for note," proposed independently by the United Kingdom on the one hand, and by Spain and Mexico jointly. This plan involves the elimination of so-called intervals using in their stead notes written in the lower cell as indicating chords. The idea was so revolutionary that the conference agreed to study the matter further, with the

* Visually handicapped.

various delegations reporting their findings in due course, whereupon the advisability of such changes could be determined. Mr. Ditzler was recently informed that the Royal National Institute for the Blind, of London, England is nearing completion of a brochure of the proposed plan along with samples of music written in this form. This information will be distributed to schools as Mr. Ditzler interprets the information in the very near future. Obviously this phase of the new manual will be held up until the findings pertinent to note for note are reported and tabulated.

On Tuesday, June 21st at 4:30 P.M. your standing Committee on Music held its annual business meeting, and discussed preliminary plans for the general meeting of our committee at the 1956 A.A.W.B. conference. These plans will be announced in due course. It will be recalled that a few years ago we conducted a survey of music and piano tuning as taught in schools for the blind throughout the U.S.A. and Canada for the success of which we are deeply indebted to Connie Anderson of Columbus, Ohio for the time and effort expended on this project. During the ensuing months we will attempt to conduct a similar survey with respect to at least a cross section of agencies for the blind, and respectfully solicit your cooperation in this effort. We firmly believe that many agencies for the blind are as yet not fully aware of the opportunities available in the field of music for those of our blind musicians and piano tuners who possess the necessary training and qualifications, and trust that the information gleaned from our survey may prove sufficiently favorable as regards the attainment of satisfactory results by those agencies which include music and piano tuning in the sum total of their services to selected clients to induce other agencies who do not include music or piano tuning in their sphere of activities to adopt a similar course of action.

Respectfully submitted,
Herbert C. Treneer

PAPERS PRESENTED AT GROUP MEETINGS

MEANS AND ENDS IN DIRECT SERVICES TO BLIND PEOPLE

* MISS ETHEL HEEREN, Supervisor of Training

Chicago Lighthouse for the Blind
Chicago, Illinois

If we ask what is the major end or purpose in work for blind people to which everything else is pointed we find ourselves in some difficulty. If we say it is the rehabilitation of blind people we simply hide the problem in the confusion over the meaning of the word rehabilitation. If we say it is to further the happiness or the welfare of blind people we are using terms which are important but which do not carry enough specific meaning to give significant help in directing our activities. Any useful statement of the major end or purpose should be useful as a criterion to judge the means we employ to accomplish the purpose. The most useful statement of the end or purpose of all work with blind people can, I think, be put in the following simple words: The major purpose in work for blind people is to provide every help and stimulation possible to assist them in developing and using their own abilities.

Two general considerations should be noted about this statement before we see how it works in specific areas of service. The statement recognizes clearly that the blind people are primary, the agencies secondary, or, in other words, that blind people do things for themselves and the agencies are there only to help them do things for themselves. In the second place, the statement is free from all moral connotations so the agencies are not the moral guardians or censors of blind people. Blind people are, of course, subject to the usual moral pressures of a society. But, and this is very important, agencies for blind people have no peculiar moral responsibility to make blind people conform to their image of morality. An illustration perhaps will help make the point a little clearer. Drinking of intoxicating liquor within reason is widely accepted. Moderate drinking by a blind person may be unwise from the point of view of his finances but this is not a moral problem even though the agency may be operated by teetotalers. A moderate drinker who wants to stop drinking because of the financial drain may be greatly hindered rather than helped by the agency trying by action or attitude to translate his practical problem into a problem of morals.

Every action taken by an agency should be a means to accomplish the main purpose. Those actions can be most effective only when the main purpose is constantly in view. The difference in effectiveness stems from the increasing insight of the staff persons and from the difference in attitude that comes as they always keep in mind that the purpose of all

* Visually handicapped.

our work is to assist blind people in developing and using their own abilities.

Let's see, first, how this works in the teaching of braille. It is not very difficult to learn the techniques of braille and a way of teaching braille. When these are mastered the teacher can be in a very comfortable position. He knows the limited field thoroughly and his job often is conceived as transmitting to the student his knowledge of braille. There is little pressure on the teacher to advance his knowledge of braille as he deals almost exclusvely with beginning students. He is in a marked position of superiority to the students in that limited area of knowledge. That superiority of skill tends to become translated into a feeling of personal superiority to the students which becomes a very real obstacle to the person in developing and using his abilities. If the person does not seem able to learn braille, the teacher can wash his hands, so to speak, of the student and retire at night with a clear conscience.

If the teacher recognizes that his job of teaching a skill, braille, is not an end in itself, he is in an entirely different position. He will, of course, have the technical skills of braille, but he will have the additional or plus factors that enable him to further in a marked way the major purpose. His attention will not be on braille but on the person, with the tremendous range of possibilities in people. He will not be in a position of master of a limited subject, but in the position of a learner about life. He will not be so easily tempted to assume the superiority feeling but will be in the position of one person to another each with his own disabilities and abilities.

When braille is taught with the major purpose in view instead of merely as a skill, a number of considerations are very much in the center of attention of the teacher, a few of which can be mentioned.

Braille brings blindness home to many newly blinded people in a peculiar way. Here for the first time they are face to face with something that was devised specially for blind people, something that is not a modification of a device already used by sighted people, and something which has no tie-in with any familiar experience of a sighted person. If the newly blinded person had seen braille before losing his sight the probabilities are that he looked at it with some astonishment and a feeling that here was some almost dark mystery. Now as he starts to learn braille he moves into an experience reserved for people without sight and comes face to face with blindness as a hard fact. His conscious or unconscious efforts to evade or deny blindness, which so often exist, are hard to reconcile with learning braille.

A braille teacher who sees his work as more than teaching the techniques of braille knows that often his real job is helping the person come to terms with himself so his abilities can be released. The teaching of braille provides a mechanism for a relationship between two people, the consequence of that relationship, in the early stages at least, being far greater than simply the acquisition of skill in braille.

People learning braille frequently claim they lack the necessary sense of touch, they can't feel or distinguish the dots. In some instances they are correct. Frequently, however, the lack of a sense of touch is a symptom and not a physiological fact, a symptom of the struggle to deny blindness in spite of incontrovertible evidence. If the teacher takes such statements as "I can't feel the dots" simply as excuses and not as symptoms he tends to continue to drive the student to practice and the student is likely to acquire the motivation to have as little to do with braille as possible once he is through with the routine of learning the lessons. This may be one explanation for the fact that so many people do not use braille to any extent after they have learned the system.

If the teacher understands the statement by the student, "I can't feel the dots" as a symptom of an internal struggle which blocks his learning he then knows he has to use all the insight and skill he has to help the student work out his problem. The speed with which the student learns braille is a secondary matter and the goals must be set accordingly. A person learning very slowly may be doing a great deal for himself providing the teacher does not create dissatisfaction by expressed or implied criticism of his slowness with braille.

There are no set rules for helping a person work out his struggle to accept his blindness in a realistic way. Certain general principles apply such as letting people talk out their

problems with an understanding listener who *knows how to listen,* being sensitive to very slight indications of what is in a person's mind and emotions and how deep are his fears, knowing that physical blindness means different things to different people and seeking for the meanings, and knowing that the newly blinded person will test the teacher in many subtle ways to discover the real attitudes and spirit behind the words he uses.

It is true, I think, that other things being fairly equal, a blind person is in a better position to work with a newly blinded person than is a sighted person. The reason is that the blind teacher is a living example of what can be done without sight. But this reason also carries a very grave danger. The blind teacher tends to fall into the trap of telling the person by attitude or words, "I've done it and you can also." This approach, at times at least, helps bind the blind person in his feelings of helplessness instead of releasing his energies and abilities. It does so by holding up to the person continuously the final desired outcome which often seems too far away, too overwhelming and impossible in the early stages of blindness. To put the newly blinded person's frame of mind in somewhat rough words, his attitude is, "I've lost my sight. I can't do what sighted people can do. God forbid, it's even worse than I thought, I can't even do what other blind people can do! I'm a hopeless mess and what's the use of trying." Added to this feeling is a feeling of resentment if he detects a superiority feeling in the teacher instead of a feeling of understanding. The blind teacher who is constantly aware of this problem and sees the student as a person instead of simply someone who is learning braille will seldom refer to himself, will never parade what he himself has done, and will be humble in the realization that his limited knowledge and skill and insight may be inadequate for the task at hand. The burden of failure, if failure there is, is not thrust on the shoulders of the student alone.

What I have said about the difference in approach and understanding of one who considers his work as the teaching of a skill and one who considers his work as part of the major purpose of work for blind people is not a caricature of the situation that so often really exists. For example, a sighted worker in an agency called on a blind person who had rejected a blind worker who previously had visited him. The sighted worker tried, and successfully, to open the way for another blind worker to work with that person. The blind person commented to the sighted person, "I don't want you to send me any of those superior blind people."

The braille teacher, in working as one whole person with another whole person, often will recognize that the problems are too much for him alone. He then will search for others to help him, others in his own agency, in other agencies for blind people, or in the community at large. If none are available his watchwords for himself must be patience, perseverance, imagination and understanding—all of which will be tested and tried to the limit.

The difference between teaching braille simply as a skill—as an end in itself—or as a means to the larger end of helping blind people develop and use their abilities is almost as great as night differs from day. What we have said about teaching braille applies also to other forms of direct services to blind people, each of which has its own peculiar problems.

In teaching travel with a cane three peculiar problems frequently arise—the loss of a sense of direction, the problem of accepting help from sighted people and the problem of fear. These are difficult problems which go beyond teaching the techniques of travel.

Some newly blinded people lose even the directional sense of right and left. Tell them to turn right and they don't know which is right or which is left. Extreme instances of this kind point to the fact that many lesser degrees of loss of a sense of direction are not simply excuses but symptoms of the whole experience the whole person is undergoing in learning to live without sight. It is necessary to work with the symptoms, to use every skill possible to restore the sense of direction. When this is done in an understanding way there is at the same time a direct effect on the internal orientation of the person. It is almost certainly true that this effect comes mainly from factors in the situation of which the instructor and student are unaware at the time. As the instructor works with the student in an understanding way on his sense of direction two whole people are relating to

each other. From this entire relationship flows influences which in subtle ways achieve the results. The greater the degree to which the instructor himself is a "real person" the greater the possible good effect. This is particularly true when the travel instructor is a sighted person who is faced with the danger implied in the African proverb, "Full belly child say to empty belly child, 'Be of good cheer'."

The same general situation obtains in helping a blind person know how to accept help in travel from sighted people and in learning to overcome his fears. The imponderables in the personal relationship carry the most weight and the real strengths of the instructor as a person cannot come out if he conceives his job simply as teaching travel techniques. He must see the whole person. In doing so it often becomes clear that fears in travel and difficulty in knowing how to deal with sighted people do not arise from the immediate situation but root back in some earlier experiences. A sighted person of my acquaintance once was struck slightly by an automobile and in the intervening years has maintained an almost morbid fear of crossing busy streets. Another sighted person resents within himself asking for help of any kind from anyone. If these people lost their sight their problem in traveling with a cane would be very great and it would tax their abilities and the abilities of the most understanding and competent instructor to resolve them. Any condemnation of their fears or resentments would simply cement them more firmly in place. It is a never-ending puzzle to try to understand why some people have very great difficulty, even with the most competent instructor, in learning to travel with a cane, some find it relatively easy, and some learn to travel well with no instruction at all.

One reason for so much criticism of workshops for blind people is, I think, that workshops are peculiarly open to the temptation to forget their major purpose—to assist blind people in developing and using their own abilities. How can this be, you may say, when in the workshops blind people are actually working and getting paid for their work? The answer lies, I think, in too restricted a view of the blind worker as a person.

Let's look at the problem for a moment from the point of view of a worker who is not yet acclimated to a workshop situation and do so in somewhat rough terms. Here is a human being with hopes and aspirations for a self-respecting life. He has not been successful in securing work in private industry so he comes to the workshop as a last resort. He is coming to a place supported in part by charity, a place where he is a client, a place where his wages usually are low, a place where visitors come to see what is being done for "the blind", a place where his rights are laid down by the staff instead of being negotiated with management by a union. At the same time, it is a place of hope. To continue as a place of hope and not become a dead-end street, the workshop needs to meet squarely the problems mentioned. They can be met when it is kept crystal-clear that the workshop is in fact a means to the larger end of helping blind people develop and use their own abilities, abilities which cannot be assumed a priori to be limited to work in the shops. Many blind people should not be in workshops, not because they are not capable of doing the work, but because other arrangements will be of much greater use to them.

Let me take a hypothetical example and put it in somewhat extreme terms to make clearer what is meant by taking too restricted a view of the blind worker as a person and the consequences which may follow. We will assume two totally blind workers, both beyond the age for employment in private industry, both of the same general abilities, both doing the same kind of work and both receiving the same pay. One is in the "Help the Blind" workshop, the other in the workshop of the "Association for Blind People." In the "Help the Blind" shop the staff and Board of Directors are providing work for "the blind." Visitors to the shop are shown with pride what "our blind" are doing. The staff sees the workers as workers in the shop, coming each day in their work clothes and fitting into the work situation. In the "Association for Blind People" the staff sees the workers as people who spend part of their time as workers in the shop. They also think of the people as they are dressed up for evenings and holidays, as they are important people in a family group or club, as they are people with active, contemplative minds, as they have a capacity for friendship, for sympathy with others or have any other of the

multifarious desirable characteristics of human beings.

In thinking of the people in this way the staff cannot help but have a different attitude towards them than do the staff members of the "Help the Blind" workshop. Likewise they have a different attitude towards themselves and the agency. They think of the entire agency as an organization carrying a public trust to do an important job that society wants done. Each staff member is a unit in that organization and carries a share of that public trust. The blind people who are the so-called "clients" are seen not as "clients" in an inferior status position but as a part of the whole organization and sharing in the public trust. Staff people, board members and workers in the shop also carry a personal trust to themselves and to others to make the best use of their lives under whatever conditions have been their lot. Here again is a common tie and a responsibility which a mediocre worker in the shop may be filling more completely than a staff member or a board member.

Perhaps you will object and say you cannot talk away the fact that there are two groups of people in a workshop—those employed to render service and those who come for that service. Perhaps you would add the objection that without the distinction between staff and client the staff members would not have the status and security to which they have a right and without which they could not do their best work. These objections are real but we still have the question of how important they are. They are of great importance in the "Help the Blind" workshop but of little importance in the workshop of the "Association for Blind People." In the former the staff-client division is seen as a fundamental line separating people; in the latter it is a minor distinction which frequently is blurred as everybody works together at the common goal of filling a public trust. In both there is, of course, a division of labor with people occupying positions of varying responsibility and authority. Certain positions carry more prestige than others. As in all organizations, however, the personal characteristics and abilities of the person filling a position modify downward or upward the respect and prestige given the person. Some "clients" actually deserve more respect than some staff members. In the "Help the Blind" workshop the staff-client distinction is of major importance as a dividing status line; in the workshop of the "Association for Blind People" status is not so arbitrarily determined but is recognized according to duties performed, competence and personal qualities.

Perhaps you will say that the staff-client dividing line is of great importance in determining vacation, pension, sick-leave and permanency of position. This is a perplexing question for many workshops where "clients" are kept at work year after year. It is a problem which is peculiar to workshops and not easily resolved. The two extreme resolutions are to make a sharp distinction in these rights on a staff-client basis or to make no distinction. With the first resolution, a sighted janitor of very mediocre ability will, for example, have a vacation but an excellent long-time blind bench worker will not. In the second resolution, there is the tendency to freeze competent people in the workshop who should be in jobs in private industry.

I believe the best resolution of this difficult problem is one in which rights and privileges are related directly to duties performed, whether they are performed by a "client" or not. This resolution seems to be forced upon us if we consider carefully the implications of one fact. That fact is that so-called clients do not reply to the question by an acquaintance, "What do you do?" with the answer, "I am a client in the XYZ Workshop." The answer is, "I am a broom-winder in the XYZ Shop." or an assembler, a foreman or some other specific designation. The terms the so-called clients use to designate their activity are indicative of what they themselves are struggling for in their efforts to make the most of their own lives. What they find helpful should be given every encouragement by any agency which keeps its major objective continuously in view.

In speaking of braille, travel and workshops as examples of direct services I do so from three basic conceptions.

1. It is relatively easy for a blind person in reasonably good health to learn the techniques of living without sight if his thoughts and emotions and will are organized in a constructive way. His external behavior is dependent largely on his internal organization which blocks or releases energy and abilities.

2. There is no set rule for reaching and modifying the internal life of a person but the most important factors are the intangibles of attitudes, thinking and motivation permeating agencies for blind people which in turn modify action in countless ways.

3. Maximum development of each of us as workers in an agency, the harmonization of various departments in an agency and the maximum of effective service to blind people are dependent to a very great degree on the active recognition that we have a trust from the public to assist blind people in every possible way to develop and use their own abilities.

MEANS AND ENDS IN FUND-RAISING AND PUBLIC RELATIONS

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In analyzing the subject of "Means and Ends in Fund-raising and Public Relations," I find that I know at first hand a great deal more about the specific procedures for going about raising money than I do about developing good public relations for our field. Fund-raising is much more easily defined in its methods than are the generalities of public relations, although the second must go hand in hand with the first, and always one should remember that not only our final purposes, but the means we use to gain them, must be justified one with another.

Both fund-raising and public relations have the common purpose of interesting an unknowing, disinterested, and even hostile, public in the needs of their blind fellowmen, and then chanelling the resulting concern into constructive ends. The very real dilemma, in both fund-raising and public relations, is being able to excite this interest in such fashion as not to defeat our final purpose—the integration of "the blind" as people, not objects of pity, into the everyday world of this same public. I am sure that every worker for the blind, professional or volunteer, who honestly accepts in his own thinking this purpose as the reason for his labors, must face the daily dilemma of justifying the means used to accomplish this end.

Before going further in this discussion, it would be well to make clear just what the terms "fund-raising" and "public relations" involve. While the term "public relations" seems to lack precise or fixed definition, a good statement would be "any activity involved in creating and maintaining public understanding and goodwill." It obviously follows, then, that "fund-raising" is that part of "public relations" activities which are directed toward the eliciting of money from the public, either through private donations or government appropriations, for the development and support of social welfare programs—in our case, those for the benefit of blind people.

Please note that the above definition of public relations places "public understanding" ahead of "goodwill." To me, this juxtaposition of terms points up the crux of our whole problem, since, before we can develop understanding of blind people and their needs in the mind of the general public, we must first, perforce, attract the public's attention to the problems. The methods by which we go about challenging this interest can be either insidiously devastating to the whole purpose of our programs, or a constructive part of teaching the public a true understanding of blind people and our efforts in their behalf.

I am not a public relations expert, nor a professional money raiser, as such, although for a number of years I have been responsible for the overall design and development of materials for The Reader's Digest Fund for the Blind campaigns of the Printing House. I do not have to be a professional along these lines, however, to tell you in no uncertain terms that the easy method—and one that would produce far more funds than any other—is to challenge the public with the pitiable aspects of blindness, rather than the constructive purposes for which we need the money. Why? Because, the age-old concepts about blindness would already tell half the story, and because there are no concepts of charity more deeply rooted in our civiliza-

tion than those concerning blindness, nor those which can elicit more sympathy—and donations.

Getting money, no matter how badly it is needed, is only part of the problem, however. The main purpose of every agency for the blind is to help blind people according to their own abilities, by providing the required extra education, guidance, stimulii, and opportunities which the condition of blindness necessitates. If, in the course of our fund-raising and public relations activities, because of expediency, we dwell only on the limiting factors of blindness, then how can we expect success for our programs of help to the blind if we cut out from under our agencies to start with the very premise on which these programs are built?

How then, does one go about solving this problem of catching the public attention in such fashion as at the same time to begin the learning process of public understanding? To me, there are two factors, which sound so obvious as to be almost inane in being stated, and yet which control the entire process. One is the attitude of the agency staff and fund-raiser toward blind people, and the other is the scruples of the staff and fund-raiser about the use of questionable procedures to gain an immediate end.

Of these two factors, the basic one is the attitude toward blind people of the individual staff members, including the executive head of the agency and the persons in charge of public relations and/or fund-raising. If the basic philosophy of an agency staff is one of paternalistic control of the lives of the blind people they serve, it seems to me that its subconscious basis is one of either fear or actual dislike of blind people as a group, and even of individual blind people. Or, there is a lack of belief in the thesis that blind people represent a crossection of the human race, each individual with his own peculiarities, if you will, but none of them to be lumped into a group to be set apart.

In making this statement, I do not mean to imply that a prerequisite of a constructive attitude toward blind people presupposes that one must love every blind person because he is blind. I dislike some blind people; but I also dislike some seeing people for whom I can work up no personal regard for many reasons. But I do not like or dislike anyone because they do or do not see. I also do not believe that we all could, or should, achieve a pollyanna-like state of liking everyone. What I do believe, however, is that those of us who have our livelihood in work for the blind will constantly find ourselves in the untenable position of believing one thing and saying another, and finally compromising by following the line of least resistance of paternalistic care—the same thing for which we outwardly villify the misunderstanding public—if we do not in and of ourselves believe in blind people as individuals. If this is not a fundamental belief of every staff member of any agency, how then can the fund-raiser or public relations director receive the inspiration and impetus to do the type of job that will give understanding to the public?

The second factor, which constitutes the actual content of our messages and the manner in which we present them to the public, takes shape through the interpretation by the fund-raiser and public relations expert of the fundamental attitude described above. In considering this phase, we must always remember that the element of cost must loom large in the eyes of both the fund-raiser and the public relations expert, although perhaps the line between results and costs cannot be so sharply measured for the latter as the former. But because costs do constitute a major problem, I feel constrained to present some "do's" and "don't's."

For the private agency, I personally lean toward the mail appeal, conducted in a business-like manner which takes advantage of all the possibilities of economies in printing, mailing, etc., which still remain in good taste with the appeal to be sent. The value of the mail campaign, to me, lies in the fact that the printed word is lasting, not something one sees or hears momentarily; it can be referred to again and again, and all its faults of statement, bad taste, or ineffectiveness stand out like sore thumbs to be so judged by the receiving public. It also carries the weight of at least having to meet the postal regulations for penalities for honesty of statement, etc. Also, it provides for the proper safeguarding of funds received through proper receipting, if the donor so desires, since through his receipt he can claim the right to make reasonable investigation.

The unhappy side of the ledger for the

mail campaign is the cost. Such a campaign cannot usually take advantage of volunteer services, such as can be requisitioned by the Red Cross, community chests, and such campaigns as the National Heart, Cancer Society, Polio, etc., which can reduce the overall cost to about 15 per cent of the total intake. At best, a mail campaign can expect a minimum cost of about 25 per cent, and, with careless and ineffective controls, can run as high as 50 to 75 per cent.

On the other hand, I cannot personally condone such fund-raising means as benefits, cannisters, postmen's walks, the sending of unordered merchandise, etc., etc. And do not think the Printing House, too, could not have a field day with such a device. Years ago, a well-known worker for the blind, now dead, facetiously pointed out the incipient possibilities for a real racket in our Reader's Digest Fund Campaign. All we had to do was to engage the services of a Seeing Eye dog, preferably a large, lugubrious-looking St. Bernard, to stalk about in public places carrying a box of Braille or Talking Book Digests, and we could combine the appeal for the blind with that of the dog-lover—and really be in clover.

In connection with all campaigns, particularly the letter-campaign, may I herewith make a plea for a better use of color. As I look over the literature issued by so many of our agencies, I keep wondering if they are all still imbued with a sense of the lack of meaning of color to the blind. Why is it that so many of our fund-raising releases are printed in dead black and white or muted tones of blue or gray? If what you have to say is interesting and effective, why must it be clothed in a funereal pall? To me, the artistic use of color can be one of the most effective ways of not only catching the prospect's attention, but also of leaving with him a sense of the bright future for the blind people we are asking him to help. And to those who say this would cost more, as a printer I say it does not; it only takes artistic sense. The printer has to buy ink anyhow, be it black or bright red, and colored paper can be purchased for not much more than plain white or can possibly even get donated more easily than any other item.

And now to sum up my thesis briefly: Effective and constructive public relations and fund-raising must be so directed to the public that, while in the process of attracting the public's interest in our work, we begin (or maintain) the development of understanding of blind people.

MEANS AND ENDS IN ADMINISTRATION

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I am sorry indeed that Mr. Alfred L. Severson, who arranged for this panel, was unable to be here. His outline of the objectives showed so much insight into the problems of agencies that I think he would have been able to make a real contribution to the discussion here.

I accepted this assignment with some misgivings. Members of this section are primarily concerned with the administration of private agencies. While my contacts with private agencies have been numerous and varied, and while I have served as a member of several such boards, my actual experience as administrator has been wholly with agencies public or governmental. Our own policies are determined in many instances for us by Federal or State regulations. Our fiscal procedures are laid down by auditors who make periodic checks. Our employees are chosen under the watchful eye of Civil Service. In our public relations we must always keep in mind that we are servants of the people. Finally, our income is determined not by the appeal which we can make to people as a whole but rather by the evidence we can assemble to support the service that must be paid for. By the very nature of our situation we find ourselves under considerable compulsion to follow a given pattern of administration. There are, of course, administrative practices which

* Visually handicapped.

may have considerable merit for organizations such as yours. At the same time, most of you may choose whether you will or will not apply certain administrative principles even though their merit may be widely accepted. I think we need to have a keener appreciation of the greater resonsibility that is involved when the administrator has the right to choose what he will do and how he will do it with everything that this implies.

We are discussing means and ends. In so far as administration is concerned I am going to assume that there is little or no disagreement as to the ends we all wish to accomplish. I would summarize these briefly as follows—each having its particular application to the type of organization under consideration:—

1. A complete job on every case we handle.
2. An effective distribution of services within such limitations as may affect the organization.
3. An efficient fiscal administration that will insure economy—both in the securing of income and in the expenditure of the budget.
4. Internal relationships that will insure efficient staff operation and staff development.
5. Relationships with the public that will insure the goodwill and respect of the public and the clients to be served.

How are these to be brought about? Some suggestions may help but in the last analysis it must depend upon the innate leadership of the administrator. The successful administrator will make his own adaptations of principles of administration that are widely accepted.

If we want to do a good job on every case then we have to indoctrinate the workers who do those jobs with the concept that anything less is a betrayal of their trust and not worthy of the high professional standing in which we hold them.

Many of the services that we bring to blind people come through specialists. There is always the danger that each specialized worker may fail to see the relationship between the contribution that he makes and that which comes through the efforts of other workers cooperating in the case. Some device for coordinating the activities of various specialized workers or services must therefore be provided. Exceedingly important in accomplishing this end is a sound system of records. Such records should contain all pertinent facts, should include all contacts, should be as brief as possible and their confidentiality should be protected at any cost. It has always been my practice to insist that every contact be entered upon the records and that it be accurately described. Every worker should be required to review the case record before working on the case. It is a great satisfaction when cases come to the Executive on appeal to find that these procedures have been followed.

In determining the effective distribution of services it is important that an appraisal be made of the needs of blind people within the community, the resources that are available to them through other channels, the community resources that are available to the organization itself, and the order in which each need should be met in order to best serve the maximum number of individuals. The program finally arrived at should be definite and specific, should meet accepted standards, and in the light of the organization's financial prospects, it should strive sincerely to meet the needs of blind people. I think we would all agree that cooperation and supplementation, rather than competition and overlapping, should be the rule in our relations with other agencies for the blind.

Just as it is true that we cannot do a good job of case work without a complete system of records so it is that we cannot have a sound fiscal administration without an equally complete system of bookkeeping and accounting. Such records should enable us to judge whether the methods we use in raising money are sufficiently effective to be considered economical or whether the items in our expenditure budget make the dollar go as far as we think it should. Parenthetically, I might add with regret that few of our organizations are blessed with sufficient funds either to keep the records as completely as they should or to analyze them.

It is in discussions like this one that organizations are afforded the best opportunity to compare standards and in other respects weigh their respective conditions one against the other.

Probably every administrator has a slightly

different idea as to how he may maintain appropriate staff relationships. We all recognize the value of staff meetings both for the professional staff and for the clerical staff and for the informal discussions of smaller organizations. How frequently they will be held, what will be their subject matter, the extent to which they may replace individual contact with staff members—these, and other elements, will depend on the philosophy of the administrator.

Here, too, records play their part. Itineraries for field staff, reports concerning important conferences, memoranda recording actions and decisions, all of these keep the administrator informed concerning staff performances which information serves as an excellent foundation for staff relationships.

Most important is the staff spirit which ought to be an accurate reflection of the administrator's philosophy, interest in and devotion to the work of the organization.

We come finally to the matter of public relations. All of us appreciate the difficulties involved in and the importance of conveying to the public the information about the work of our agency. Whether the organizations be large or small the information given out concerning its operation ought to be aimed at establishing within the public mind a high regard for the ethics and performance of the agency. When I say the public, I also include that most interested segment—blind people and workers for the blind.

Sometimes the public is confused concerning what appear to be conflicting policies among agencies for the blind. Every administrator ought to be alert to the inherent weakness in such a situation. Frequently this could be remedied by a certain degree of openmindedness in discussing the policies of the agency, tolerance in recognizing the point of view of responsible persons and reconciling them with sound practices, objectivity on the part of the administrator in trying to view the work of the agency to determine where and how it must improve its services.

The administrator should ever be alert to the point of view and the concerns of blind people who think they have a real grievance and members of the public who have an unsolved problem. These can serve as his cue to unmet needs or well intentioned services that have somehow gone awry. It is one way in which he can keep his finger on the pulse of the organizations actively.

Finally, may I emphasize the fact that blindness presents problems that often baffle the ingenuity of all of us in their solution. It is generally a job that can well deserve the best thinking of all who have the time and interest to devote to it. Let us then not consider as annoying sources of interference those who proffer their services or have some thought concerning the solution of some of these problems. Rather let us apply, with patience and under guidance, their interests and suggestions where relevant. Most of such evidence of interest can be directed into channels that are in the long run of genuine assistance in the solution of problems affecting blind people.

COUNSELING—INTENTIONAL OR UNINTENTIONAL

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I stand before you today largely because a year ago, at the Houston meetings, I expressed rebellion against some statements and even more implications made at the several meetings of this section of AAWB. The attitudes expressed or implied there are, however, not peculiar to such meetings. I hear them frequently. They are, of course, not usually stated as baldly as I am about to state them and when they are put so baldly I suspect there will be some denials that anyone ever said that! I do not claim that anyone has said these particular words; I do claim that, in greater or less degree, these attitudes appear frequently in our professional discussions and I should like to give my reactions to them, my reaction as a trained psychologist, my reaction as a rehabilitation worker, and my reaction as a human being.

I am rebelling against:

(1) The repeated references to certain employees of agencies as counselors in contrast with placement people and other staff, references which usually imply that a "counselor" is on a higher level than most other staff—certainly on a higher level than placement people. These references also imply that a counselor spends most of his time talking to clients, that he is free from the need to go out and find jobs, do demonstrations of jobs, etc., rather as if finding and demonstrating jobs were at a lower level, while talking was at the highest level.

(2) Discussions of counseling which involve very academic, wordy definitions of what counseling is (frequently quoted from books on the subject) and include many remarks which begin with: "If you want to be a counselor you must .....". The implication here seems to be that you can turn counseling on and off as you might a faucet, that if you do not preceed counseling with the recommended behavior you will not be counseling—even though you will be working with your client, of course, and what you are doing if you are not "counseling" is never indicated!

Naturally, I recognize that in some of the discussion to which I am referring, the word "counselor" is merely used as a job title. To keep organization charts clear, jobs must be designated in some way and one word is as good as another for the purpose if we do not imply a very special value in the case of certain job titles, a value which is not the sole province of that job at all.

In my experience, every employee of an agency for any handicapped group is a "counselor" in that the behavior and attitude of that employee affects the counseling relationship between the agency and the client. The first "counselor' is the receptionist whose handling of the client in the very first contact can prejudice the total agency-client relationship favorably or unfavorably. Every time the client or his family is greeted with a smile, served promptly, or given a straight, honest answer to a question the counseling relationship between that client and the agency is improved. Every time the reverse happens, the counseling relationship weakens.

Secondly, no one can decide to be another person's counselor. It is the counselee who decides, he chooses who will be the influence in his life—and it may not be the person who is paid to be or who has the title of counselor. By applying to an agency, the client usually makes it possible for some person or persons in that agency to establish a counseling relationship with him; he indicates that he is open minded about receiving such help. However, some clients do not come to the agency willingly and if they do not wish to heed, no one in that agency can be their counselor, no matter for what they are paid nor what their titles are. If the client does select you as his counselor, you cannot turn the counseling relationship on and off like a faucet. You may find yourself another person's counselor whether you wish it so or not!

Finally, counseling is not necessarily talking. Indeed, much of it is not talking, especially in work with blind people. The example is more potent than the word. You cannot counsel a man to travel independently if he knows you do not do so yourself. You cannot counsel a man not to fear a machine if you have never been near that machine yourself. And you do not have to counsel a man in words to face life bravely if it is obvious that you are so facing it yourself.

REMARKS

*MAJ. GEN. MELVIN J. MAAS, USMCR Ret.

Chairman, President's Committee on Employment of the Physically Handicapped
Washington, D. C.

The membership of the American Association of Workers for the Blind, as well as workers in every other field involving rehabilitation of the physically handicapped, would find it valuable to make a close study of the many new provisions contained in Public Law 565, more familiarly known as the Vocational Rehabilitation Amendments of 1954.

* Visually handicapped.

While this law has been operative since August 3 of last year, the necessity for legislative action by the States and many other local factors indicate that we must not expect great advances in the general rehabilitation picture overnight. What all of us must do is to take a personal interest in furthering this Federal-State cooperative activity so that the next few years will see great benefits accruing not only to the blind but to all other physically impaired persons.

The blind have already benefited greatly from Public Law 565. Formerly, under provisions of the Randolph-Shepherd Act, the blind were permitted to operate vending stands in Federal buildings. This was a big step forward. But too many agencies placed a literal construction on this provision. It was frequently interpreted to mean "buildings" and buildings only. This has often prevented the blind from operating vending stands in many other federally-owned locations, such as National Parks, and other localities. Under Public Law 565 this has been clarified. Now it is provided that the blind are permitted to operate vending stands on Federal *property*. This will greatly expand the opportunity for the blind to earn a profitable livelihood. There were 1,670 blind vending stand operators and their employees who earned almost $5,000,000 last year. Gross sales were approximately $22,000,000.

Under the new provisions of Public Law 565 this figure conceivably could be greatly increased in the coming year.

I mention this to show that there is a sincere desire in the Federal government to improve and expand work opportunities for the blind.

Your organization can be proud of your tremendous accomplishments of the past. With the new, stepped-up rehabilitation program now getting under way, you have an opportunity for even greater accomplishment in coming years.

I wish you every success in your present deliberations and express the best wishes of the President's Committee on Employment of the Physically Handicapped to your entire membership.

IMPROVED TECHNIQUES IN PLACING THE BLIND

***LINDSAY G. WILLIAMSON, National Director of Employment**

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The subject which was chosen for me to speak on is in my mind a rather difficult one to cover. When we stop to consider what improved techniques we do apply in employment of the blind, we find that in most cases there are very few, but we do endeavour to improve those techniques we have used over the years.

For the past few years, placement officers in making good permanent placements have had to give more serious thought and consideration to the selection of a suitable job, as well as to the individual to be placed. No longer can we take chances on placing the blind person with the hope that due to his personality alone he should be successful, nor can we be certain that, because he is familiar with a few hand tools, he will make an exceptionally good machine operator. We must know more as to his capability prior to placement.

Certain techniques, improved or otherwise, have to be applied in order that we be as certain as possible that the person selected to do the job possesses all the qualifications necessary to assure his success. Employers are becoming more and more conscious of the need of employing capable workers, even to the extent of only hiring those who have been trained along certain lines which would make them more adaptable for filling the position available. In order to sell such employers we must be able to provide them with a blind worker who can meet their requirements. This often requires some additional training for the blind registrant before he is offered to such employers. Although many placements are still being made on the old system of training on the job, it is not as well accepted by employers, superintendents,

* Visually handicapped.

and foremen today as it was a few years ago, and the first question they ask in most cases is, "What training has this blind person had"? This would indicate that prior to placement we must provide and equip the blind registrant with the training necessary to assure his success on the job, and to satisfy the employer that the training has helped to overcome the handicap of blindness so that in employing this blind person they are assured of getting a capable productive worker.

Many agencies have worked out a training program whereby the blind person can be sufficiently trained along the lines necessary which will provide him with the understanding, knowledge, and the experience to the point where the placement officer is reasonably assured that he can be placed on a selected job without fear of his being a failure. In one or two cases where it was felt that additional training was advisable for the registrant prior to his being placed, and such training could not be provided within the agency for the blind, we were able to work out a plan with one of the local industries whereby they would accept the blind person, and provide him with additional training. During this period he was given work to do which had been approved by the placement officer and company management, and at the end of the stated time the placement officer was provided with a report showing the progress of the blind person during the period. The agency paid the blind person a weekly wage comparable to that which would have been paid by the company, were they employing the blind person, but this additional training convinced the placement officer that this registrant could be placed in industry with a reasonably good chance of his being successful. Again, another technique which was helpful in making certain that the blind person was equipped to do the job the placement officer had in mind. He was placed a few days later, and is entirely satisfactory from the point of view of all those interested.

As competition between manufacturers is becoming more keen, the odd company, although interested in hiring a blind person, hesitates to do so for fear that, if the plan does not work out as outlined by the placement officer, they may be left with a poor producer on their payroll, increasing their manufacturing cost. The placement officer should point out to management that, whenever a blind person commences work within a company, he is only employed on a trial basis which would mean that, if at the end of one week or two the blind worker is not working out satisfactorily, steps will be taken immediately to find and correct the difficulty. If such cannot be done, then the placement officer will remove the blind worker from the plant, replacing him, if possible, with a better qualified worker. In the odd case where the blind worker was considerably below the sighted beginner as to production, and where it was felt that after a week or two he would reach production, we have offered to pay the worker for that period in order that the company's departmental cost would not increase, but as yet we have not had a company accept our offer. Again, this technique is helpful in making industry realize that we are not asking for something for nothing, and that we don't expect them to treat the blind any differently than they would the sighted beginner when it becomes a question of hiring.

What is the opinion of placement officers in connection with high pressure selling to employers? It is the opinion of the speaker that high pressure selling has not been as well accepted over the past few years as it was in the 1930's, and very seldom is it now necessary to try and force the employer to employ someone he may feel he does not require.

We now find that due to years of educating the employers and the public as to the capability of the blind most employers are familiar with the work being done by the CNIB, and the success we have had in the placing of our blind people is known to them. It is now more often a question of not needing an additional worker, or we have a number of our employees laid off at the present time, or we do not feel that our type of industry lends itself to the employing of a blind person. All placement officers know how to meet and deal with the reasons given, but I am wondering if some of us in our enthusiasm do not begin to apply pressure which is not too often appreciated. It is well to remember that we will continue to have on our books many blind people to place during the years ahead, and if our contact with company management is kept on the

basis of mutual understanding, good will, and an interest on the part of the employer to help us in our work, then we can consider that sooner or later the time and conditions will be right for the placing of a blind person with the company. During the interval between the initial call and final placement, periodical follow-up calls should be made more on a friendly basis, as pressure put on the employer might only delay the placement for a longer period. In such cases, the following technique has brought good results, and much sooner than oftentimes expected.

First, it is important to secure the friendliness and good will of the employer. There are a number of ways by which this can be accomplished, and it is very difficult to know what your direct approach is going to be until you come face to face with the employer, grasp his hand, pass the time of day, and from there on will depend the type of sales approach you will use. This contact may be one where you will have to sell yourself along with policy in a very few minutes, as the employer may be busy, having other commitments. It is a good plan after your brief visit to leave the matter with him for further thought, arranging for another visit at his convenience. To try and secure final approval at that time might not be wise, and as I mentioned earlier there will be people to place six months or six years hence. It is well to mention another type of employer. The individual who welcomes you into his office, offering you a chair and a cigarette which is a symbol of hospitality you should accept. This person may delight in discussing everthing under the sun before getting down to the business at hand. The placement officer in this case should be a good listener, showing interest in the conversation and raising the odd question which the employer will take delight in answering, feeling that you are very much interested in what he is telling you. He in turn is all the more ready to listen to you when it is your turn. (Not a new technique, but one found to be most helpful).

A placement has often been made over a lunch table, and if the placement officer happens to be with the manager around noon time, there is no harm in him inviting the manager out for lunch. The same may apply when dealing with the personnel manager, or the superintendent. The offer is not always accepted, but it shows good will and helps keep negotiations on a friendly basis.

When a placement officer is travelling either by bus, train or plane, he should not be afraid to take the first step in endeavouring to start off a conversation with whoever provides him with an opportunity. Many good contacts have been made by passing the time of day, and discussing the topic which may secure the interest of your fellow traveller. Free conversation usually results in the placement officer learning of the type of business the person is in, and it often gives the placement officer an opportunity to explain his work, which is not only beneficial from the point of view of public relations, but often results in the placement officer being invited to make a survey of the business, whether it be in the line of manufacturing, or some other type of business.

In conclusion I might add that I have endeavoured to mention a few techniques which some of you may find helpful in making placements. No doubt, there are placement officers here today who could suggest a number of techniques which have proved to be helpful in making a good permanent placement, and if time would permit, it would be nice to hear from others as to the technique they find to be helpful in the field of employment for the blind. I feel that at these AAWB Conventions, there is much to learn pertaining to our profession, and if we can honestly feel that we have secured added knowledge and information which will result in our being better placement officers, then our attendance has been worthwhile.

STAFFING AGENCIES FOR THE BLIND WITH PROFESSIONAL BLIND WORKERS

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The subject that has been assigned me today is one that has been dealt with in many previous AAWB meetings, and inasmuch as I am sure my contribution will not be the speech to end all speeches, will probably be reappearing from time to time on the programs of future conferences. Gruber at Boston in 1949 and at Salt Lake City in 1950, and Hull at Houston in 1954 are among the more recent bringers of light into this cloudy area of our work. The matter has been approached in several ways—the survey approach, the statistical approach, etc. But I have chosen what might with equal accuracy be called either the lazy man's approach or the executive approach, as much of what I will lay before you represents the experience and the thinking of others, colleagues whose personal distinction and eminent success make them leaders of our confraternity. They are eight in number, blind, partially-blind and sighted; and represent a wide geographical area and both public and private agencies. I wrote them requesting answers to four specific questions. Oddly enough, with one striking exception, the replies manifest a remarkable unanimity. The answers are not casual or "off the cuff", but are based on long experience and obviously composed only after careful reflection. The questions that I asked my colleagues are as follows:

1. Do you believe, that all else being equal, blind professional workers should be employed to staff agencies set up to serve the blind? Why, or why not?
2. Which jobs in an agency are best suited to blind professionals, and which least suited or not suited at all?
3. Has your experience shown that blind professional workers are more likely to be "problem children" than are non-blind professional workers?
4. Recognizing that both are necessary, which do you consider more important in a blind professional worker: (a) experience with and knowledge of blindness and blind people, or (b) academic training in the specific area of employment?

Our one dissenter goes into much detail to declare himself opposed to an "all blind staff". So, of course, are most of us, but this is not exactly an answer to my question. All the others are amazingly of one mind: well-trained blind people can and should be used to staff agencies for the blind, especially in certain jobs. The top job, that of Administrator, should certainly wherever possible be filled by a qualified blind person. One correspondent goes so far as to state flatly that no top administrative job in an agency for the blind should be filled by a sighted person until every effort has been made to locate a suitable blind person for the position. The effect on the public generally of the actions of a qualified blind executive outweighs all real or imagined disadvantages. "In fact", writes one correspondent, "in almost every situation where I call upon sight, a seeing executive would do likewise". All my correspondents, however, warn against over-staffing an agency with blind people, and one cautions against letting your heart run away with your head and hiring blind workers who are not qualified for the positions. Let us hire blind professionals, but let us select carefully; and let us see that the blind worker is provided with all the tools, including sufficient secretarial help, to enable him to do a thorough job.

Here are some examples of positions which most correspondents feel would be better filled with non-blind staff members: supervision of library work (presumably the physical factors); supervision of workshops; supervision of vending stand programs, especially the day-to-day operations; business administration; and in general supervision of most physical operations of an agency.

And now some examples of jobs felt to be most suitable for qualified blind workers: directorship of an agency (where possible with competent sighted assistance); industrial placement; home teaching; feature writing;

* Visually handicapped.

public speaking; counseling of various kinds, especially in rehabilitation. Social work it is felt should be carried on by both blind and sighted workers, each group tending to complement the other. One correspondent, himself sighted, avers strongly that the common bond, the mutual sharing of psychological experience, brings blind workers closer to their clients; that the dynamic blind worker is an inspiration to other blind, to the public and to his fellow workers, and that with the loyalty of his associates he is peculiarly equipped to develop a program in an agency for the blind. By all means, he continues, hire blind professional workers wherever possible. Our maverick declares bluntly that there is only one job in an agency for the blind where blindness is an asset, viz., that of placement officer. Conversely, another correspondent just as confidently states that the blind can do as well as the sighted any job that does not require sight to make a decision.

As to the question of whether blind workers are more likely to be "problem children" than other workers, all but the persistent dissenter answer in the negative. He feels that there is no doubt at all that the blind workers are "problem children" and expect special consideration, and further maintains that we tolerate the inefficiency of blind workers. Another colleague just as cogently and more convincingly, I believe, declares that we often attribute to blindness many personal characteristics that are just as prevalent in sighted workers. We must be careful, he continues, not to bend over backward in our zeal to avoid favoring the blind. Apparently these two good people, both visually handicapped, have had divergent experiences in the hiring of blind workers. And still another, a sighted correspondent, shrewdly observes that often workers with sight resent accepting direction from a blind superior, and thus themselves become problems to an agency.

And now for the answers to the last question. This time our maverick is joined by one of the other correspondents in the belief that training is a more important element than experience in the make-up of a professional worker in an agency for the blind. All the others seem firmly convinced that if there has to be a choice, experience should take precedence over training; and one adds that no amount of academic training can make up for a mental gap or block in the way of understanding blind persons. All aver, of course, that it is better if such a choice is not required.

We must not assume, to be sure, that blindness per se qualifies a person for professional work in an agency, one correspondent makes clear; for personal experience with blindness does not automatically render one capable of establishing rapport with blind people and gaining an understanding of their problems. This correspondent's point of view, of course, we all accept, but I would add that if a worker has the personal and professional equipment needed for a particular job, then the fact of blindness certainly becomes a plus value.

Another writes that in certain areas perhaps, training might be put before experience, and he cites social work as an example on the ground that it is important in the development of an agency's program that the workers be in close association with similar workers in other agencies, and that social workers seem loath to accept into their fellowship others who do not wear the old school tie. This, of course, is resort to an expedient, and though necessary where such unhappy conditions exist, does not indicate that a blind person is unqualified for the work, but rather that others refuse to work with him.

And finally, this from a sighted correspondent; "Without experience and a knowledge of blindness and the blind, no professional worker will be successful in our field. On the other hand, experience, interest, common sense, and a liking for people will often minimize the inadequacy of formal academic training".

After preparing answers to my rather presumptious questions some of my correspondents courteously appended further comments on the subject at hand. I should like now to quote excerpts from these thoughtful appendices.

"Finally, there are some further thoughts which I feel have a place in a paper such as you are writing. I believe that, everything else being equal, the top administration of an agency for the blind should be staffed by blind administrators. I think that this is important for the example which it sets for other blind persons, for the demonstration of

confidence in the ability of the blind which it presents to the public, and for the fact that, generally, blind persons who have achieved qualifications for administrative positions may be presumed to have devoted an exceptionally high amount of their thought and effort for a fairly protracted period of time to an attack on the problems of blindness. Administration of welfare agencies—particularly specialized agencies such as those for the blind—is one area in which professional training has not yet reached maturity. It is an area in which experience can have no substitute and in which training can, at best, only shorten the length of time necessary to acquire proven competency. Unfortunately, we have too few blind persons who are qualified for top administrative positions. This is due, partly I believe, to the fact that there is not enough confidence in the ability of even capable blind persons to afford them opportunity to advance in the administrative positions. We talk among ourselves at the AAWB and similar conferences about the importance of giving the capable blind worker an opportunity for growth and success. This is very well; but it falls short in that it fails to reach the board members of agencies for the blind and the persons in the higher echelons of government who do not attend our special conventions or read our specialized literature, but who select top administrators of agencies for the blind. I have no quarrel with administration of any agency for the blind by a sighted administrator and I believe that we must be careful not to consider blindness as a qualification for administration; but I believe that no top administrative position in an agency for the blind should be filled by a sighted worker until after conscientious effort to find a blind worker has failed. If this principle were applied, we would still have many sighted workers administrating agencies for the blind, but we would probably find a gradual and healthy increase in the number of blind workers who could achieve top administrative positions in agencies for the blind and who could do a better job, at least, than some of the sighted workers that now administer agencies for the blind".

And again—

"Looking at the entire problem, it is my honest conviction that the one reason above all others for the failure to fully utilize the capacities of trained blind people lies more nearly at the door of the agencies serving the blind than at the professional shortcomings of the blind. There isn't nearly enough emphasis directed by agencies, by their executives, even blind executives in some cases, to sound thinking and willingness to support the philosophy of placing blind people in the higher echelon of our agencies. I sometimes wonder whether some of these people really believe in the blind".

And there you have it. The wisest, most experienced, most devoted members of our profession are in general agreement that an agency for the blind should most definitely endeavor to choose its staff from available qualified blind people, emphasis being placed on the word "qualified".

Blind persons are no more likely to become problems than are sighted persons, provided we are careful to avoid over-emotionalism in our original selection.

Blind persons are more adapted to some jobs in an agency than to others, though exceptional individuals might be found even for those where sight appears to be a sine qua non. Surely we who are dedicated to the service of the blind—or at any rate earn our livelihood in work for the blind, must have faith in the potentialities of blind people; otherwise the pension advocates are right.

So, let us try to guide our bark between the Scylla of refusal to employ blind professional workers and the Charybdas of employing workers merely because they are blind. Let us train our personally-endowed blind people. Let us find them suitable and satisfying employment in the areas of their competency, not exclusively in work for the blind, of course, but surely in work for the blind when it is there they can find fruitful dedication of their talents and training.

GROWTH IN UNDERSTANDING THE NON-PROFESSIONAL BLIND

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The phrase "understanding the blind" is misleading, because the blind, non-professional or otherwise, are composed of individual persons. Although they are similar in their disability and may have many other common factors in their background, they are still individuals and will differ in their approach to adjustment, amount of motivation, and degree of achievement when we begin to work with them.

Few persons in the world have ever been able to climb the ladder of success four rungs at a time. The few who have were endowed with the talents of genius and were not encumbered with a newly acquired handicap. As workers with the blind we cannot possibly understand our clients and work with them successfully unless we are able to determine their position on the scale of adjustment and begin work at that point. Finding the proper starting level is imperative, but no more so than being able to recognize worker and agency limitations and not being afraid to explain them to the client. Today we are coming to recognize the value of the teamwork approach. The most valuable worker is not the one who is a jack-of-all-trades and is willing to tackle any job no matter how technical, but the one who performs an excellent service within his own discipline and is quick to recognize his limitations and turn to other members of the staff and community for help in the fields for which they have been trained.

I don't want to imply by the foregoing any confusion between methodology and understanding of the client's needs and his current level of operation. The methods of instruction which have been developed, mainly through the empirical process and more recently through research, remain the same. Principles and techniques are our trade tools; the client is the material with which we work. The tools are good. Perhaps we need a few more of them, but they are adequate to do the job. The skill with which we use the techniques will vary from worker to worker, but we can improve upon these by additional education and training. But the client is the material, and we must realize that the material will vary from very poor to excellent. Unfortunately, we cannot choose the better to the exclusion of the poorer grades, because it is most often the case that the poorer the client the more help he needs from us.

As I see it, client level may be measured from several facets of adjustment, all an integral part of the person and factors militating for or against his maximum achievement. Factors such as social and economic status, education, additional physical impairments, age, degree of remaining vision, onset of blindness, intelligence, degree of manual dexterity, and motivation, both expressed and observed, are all factors that we recognize as paramount in deciding the level of the client and helping him work toward a rung on the ladder of adjustment.

Recognition of where the bottom step is for the client is half of the problem. The other half is to recognize the maximum capacity of the client and not to leave him too soon, but even more important, not to try to force him to climb higher than he is able. It is a credit to our profession as a whole that we are very enthusiastic workers. We view each client in terms of adjustment which we have seen others achieve and sometimes develop an overoptimistic picture of what the client can ultimately attain. We tend to be disappointed and take it as a personal defeat if he does not reach the goal we hope he will, but in reality it is the client who will judge where he stops and we must be wise enough to recognize this.

Perhaps the following cases will better illustrate client and worker limitations:

The first case is that of a client who is socially well integrated, has managed a home, and is well accepted by her family and her community. Her vision is suddenly reduced to 5/200. She is a normally intelligent woman

* Visually handicapped.

and is able to accept the advice of specialists that her vision will never improve. She therefore contacts the agency for help in carrying on her home duties and continuing as normal a social life as possible. Obviously, here is a woman who will begin at a rather high level. Her greatest need is assistance in adapting her remaining vision to do the job she must do and assistance in making her aware of other senses that can be substituted for sight when necessary. She does not need to be taught the skills of home management but merely to be made aware of the tools and aids that will make it possible for her to carry on her duties as before. Braille, crafts, or typing may not be necessary or desirable unless specifically requested.

They should be explained to the client with emphasis on how they can be helpful to her in a practical way, not as part of a curriculum that must be taught in sequence. For this woman the greatest service the agency has to offer is to see her as often as possible and make a positive contribution to her reintegration into normal family and social life. Other skills should be brought to her when requested and, of course, other members of the team may be introduced as required.

A second illustration is the woman who requests the services of a home teacher to instruct her in crafts and Braille. The teacher spends from one to two hours a week with the client for several weeks without noticing any progress. The client is always unprepared when the teacher calls at her home and manifests little interest in the tasks at hand, but talks interminably about difficulties with her family relationships and lack of acceptance by her old friends. Her husband treats her like a child, she says, and will not do what she tells him, her children take advantage of her blindness and are ashamed of her, and her friends shun her and think that she is helpless. The home teacher must be skilled enough to recognize that the client is in need of other services than she is prepared to offer. Her skill must extend to being able to discriminate between a client who is in need of psychiatric counselling, and one who is a chronic complainer and gossip. The first would require the services of a trained psychiatric social worker and perhaps a psychiatrist. The second problem could better be handled by a social visitor. The home teacher's special training should not be wasted on this type of case.

A third and final illustration is a fairly common one. An elderly woman has spent the past ten years on general relief. Her vision is suddenly reduced to legal blindness by acute glaucoma. Despite the fact that she has not manifested an interest in work for the past twenty-five years and shows no sudden desire to be unglued from her rocking chair, the over-zealous welfare worker refers her to the agency for possible employment. The rehab counselor sees her once and promptly declares her unfeasible for employment, so she becomes a candidate for home-teaching. Other than referral for ophthalmological follow-up for treatment of glaucoma, the client will absorb very little. Blindness, as we all know, is not a panacea for neuroses, physical infirmaties, and lack of motivation. The quicker the home teacher is able to diagnose this case, the more time she will have to devote to an overburdened caseload that is in real need of her service. Of course, we all recognize that there are exceptions to every rule and no one should be denied service without a thorough diagnosis, but it is senseless to clutter up your caseload with clients who cannot absorb the instruction and, worse, to force a service on a person who does not want it.

I am sure that you could give me hundreds of case records that you encounter every day that are more typical than the preceding cases, but they will serve to illustrate three important basic points in developing an understanding of client problems: (1) accepting the client at the level where you find him, (2) making use of the team-work approach, and (3) recognizing limitations even though those limitations might be at what you consider the bottom rung of the ladder of adjustment.

Until recently the home teaching section of an agency was the "catch-all" for the clients that no one else could do anything with. Very few agencies wish to close clients from their roles until they die, and until the client reaches that stage he is the responsibility of the home teacher. With the emergence of defined standards in all the professions, the only way the home teaching profession can grow is by understanding its function and setting limits to the jobs that it will tackle.

Home teaching is certainly a specialist's job along with all the other disciplines. It is a wonderful thing to be a willing worker—we need more of them—but a jack of all trades is still master of none. Define your job, prepare well for it, but don't be afraid to recognize your limitations. In doing so you will find more time to utilize your training on material that *can* be developed, and you will have less minutiae to deal with. Referrals will be made for a definite type of service to be rendered, rather than dumping clients haphazardly into the home teaching caseload, possibly to store them until other services can be rendered.

A FORWARD MOVEMENT IN WORKER-COMMUNITY RELATIONS

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In this paper I have been asked to discuss the relationships of professional workers with the blind to their communities. I am sure we are all agreed that these relationships are important, that they actually constitute an avenue of service to the blind, that we, as workers, have an obvious responsibility in this area, and that there is room for improvement.

In a group such as this, it is natural that our roles as workers will differ considerably. I, for example, represent a national multi-service agency, The Canadian National Institute for the Blind, whose program ranges from counselling in the training of preschool-age blind children, right through all phases of work for the blind, to services on behalf of our senior citizens who are without sight. Others here, will be doing a specialized job in a particular field. Some of us represent private, voluntary organizations while others are identified with governmental agencies. Some of us are blind, others sighted. Regardless, however, of what our identification or sphere of activity may be, I believe the same basic principles of worker-community relations will apply.

What, then, can we say are the component parts of the relationship problem requiring our attention? In the main, I believe there are three:

1. Our own attitude toward our job, our fellow workers, our agency and its program; our attitude toward our clients; our attitude toward our community and the public at large.
2. The attitudes of our clients toward us as workers, toward our agency and its program, toward their own blindness and toward the community and society.
3. The attitudes of the community and the public toward blindness, and toward our agency, its program and its workers.

I would like to deal with each of these three components separately and in more detail. In my opinion they are not only interrelated, but are of equal importance in worker-community relations.

1. *Our Attitudes*

As workers with and for the blind it is important that we clearly understand our own position in our community and in our agency. It is not sufficient for us to know our own job alone and its particular responsibilities. We must, as well, know our agency, its policies, its total program and its limitations. We must understand and respect the functions and responsibilities of our fellow workers. While proper co-ordination is essential, intrusion into the area of work of others can be as injurious to relations and to agency effectiveness as failure to adequately discharge our own responsibilities. We must be able to properly represent and interpret our agency and its services to our clients. To promise a service which our agency is not equipped to render or to apologize for the absence of a service which is beyond our agency's scope, is to invite resentment, misunderstanding and poor relations. Good client relations and good community relations are closely interwoven.

As workers we must know our community resources and how to legitimately use them. Depending on our role in our agency this

* Visually handicapped.

will necessitate establishing personal contact and working relations with workers in other agencies, both public and private. Membership in local associations of social workers, in councils of social agencies, in service clubs and other organizations, as well as active participation in other worthwhile community enterprises, will all contribute to identifying us as workers with the blind and as people who are pulling our weight in our community. If we are blind this cannot help but foster greater understanding of the capabilities of blind people. Sighted workers, on the other hand, can exemplify the intelligent understanding of blindness we desire, and help to break down misconceptions and skepticism.

2. *Attitudes of Blind*

In considering the various attitudes of blind people towards workers and agencies for the blind, care must be taken not to commit the error of casting them all in one mould, a fault which is frequently attributed to the general public. We are well aware that the blind population of a country or of any given area wtihin a country represents a cross-section of the general population. Coming as they do, therefore, from all walks of life, from all social levels, with varying degrees of education, experience and background, and being of all ages, blind people will differ widely in their thinking and attitudes. I think it is fair to say, however, that where the program of services being offered is reasonable and realistic and where agency standards are high, the general attitude of the blind is favorable and appreciative. No agency, of course, is without its problem cases and there is always that minority of blind people who look for privileges which are beyond their right to expect. The fact, however, should not be overlooked that this latter situation can frequently be traced to previous social maladjustment, which has been aggravated by unsatisfactory adjustment to blindness.

The steady growth of clubs and associations of blind people has been the means of providing the opportunity for self-expression, discussion and exchange of ideas among the blind. In Canada, most of these clubs are affiliated in a national body known as the Canadian Council of the Blind. Representing as it does, therefore, the great majority of Canada's organized blind, the Canadian Council can speak for them with a single voice and has gained a reputation for responsible thought and action.

Because our blind population is an integral part of our community and because each individual blind person who comprises that population, influences, in some degree, neighhourhood thinking toward blindness, the attitudes of blind people toward the agency and its workers are part and parcel of worker-community relations.

3. *Attitudes of Public*

The attitudes of the community, the general public, toward blindness, probably follow a similar pattern within any given country. The extent of government recognition of the problems and needs of the blind can usually be taken as a thermometer of general public opinion, if it is kept in mind that governments usually follow, rather than lead, such opinion. On the local community level public attitudes will vary to some extent depending on local conditions, such as, the size of the blind population, the degree of its participation in community life, the strength of the agency serving the blind, and the calibre and results of its program.

It must be acknowledged that public attitudes toward blindness have undergone great changes in the past half century. The more enlightened conceptions of blindness which exist today are due, in large part, to the important advances that have been made in work for the blind, to the fact that governments have had to provide programs of rehabilitation for the blinded veterans of two world wars and, by no means least, to the activities and achievements of blind people themselves.

Despite the encouraging progress which has been made, public attitudes about blindness still range from morbid pity and curiosity, coupled with excessive admiration, to full acceptance and intelligent understanding. For example, the public is still very susceptible to emotional appeals on behalf of the blind. Terms such as "poor man" are still used and there are those who consider it remarkable for a blind person to recognize their voices or to operate a typewriter in the dark. On the other hand, there is an encouraging number of sighted men and women who are completely natural in their associations with blind people and who display an intelligent under-

standing of their abilities and of the degree of sighted assistance needed in various situations. It is probable that we can never hope to entirely eliminate the undesirable attitudes, but it is, nevertheless, our responsibility to constantly work toward a better and more intelligent acceptance of blindness and of blind people.

To sum up, what are the factors which will contribute to this better understanding and how can we, as individual workers, fulfill our responsibilities in this field?

We have discussed three components of worker-community relations: our atitudes, the attitudes of the blind, and the attitudes of the public. In my opinion, these are also the three main factors to be considered in the forward movement we are seeking.

First, we must recognize our agency as a leader, in the community, of public opinion about blindness and the blind. As workers in our agency, and as its representatives, we personify that leadership. Within the scope of our particular function, we must utilize every opportunity of measuring up to this responsibility. Ours is a job of two-way interpretation. We must intrepret our agency and the sighted community to the blind, and we must interpret the blind and our agency to the sighted public. We are ambassadors of the blind and of our agency. We who are blind ourselves have an additional responsibility. Our attitude towards our own blindness, the extent to which we integrate ourselves into our community, the way in which we conduct ourselves in public, and the calibre of the job we do, will all have a definite influence upon public thinking about blindness and blind people.

Secondly, the blind population can have an important influence on the thinking of the community about blindness, through developing a sense of responsibility towards its fellow blind. If we, as workers, can do a good job of interpretation with the blind, if our agency can aid in developing a high degree of adjustment to blindness, a high degree of self-reliance and integration into society, there should be an increasing degree of acceptance and understanding of blind people by the public. Blind people, too, through their clubs and associations, where these exist, can do much to foster responsible attitudes, to encourage general courtesy and appreciation of sighted assistance, and to concentrate attention on the need for working for the common good in day-to-day contacts. Through publicizing social and recreational activities, and through participating in radio and T.V. programs during educational campaigns such as White Cane Weeks, blind people can help to make the sighted public aware of the fact that they follow many normal pursuits and are worthwhile citizens in their community.

Thirdly, the sighted community itself can help to foster a better understanding of blindness and blind people. The co-operation of all publicity media is important and, I am sure, is enjoyed in most places. Proper interpretation here can do much to influence community attitudes. Of great importance, too, are our sighted volunteer workers. Through their close association with us, as workers, with our agency and with the blind, they can develop the intelligent understanding of blindness we desire and, in turn, can carry this understanding into the community, into the organizations to which they belong, and into their own circle of friends. These potential forces, however, can be idle or ineffective unless we, as workers, accept our responsibility to try to make full use of them.

Finally, in addition to our definite responsibility in this field, I am sure we can all feel something of a challenge to work for a further forward movement in our relations with our communities. It is an area of service to the blind which has not yet been fully explored. If I were asked to choose a theme, I would select that used in our 10th annual White Cane Week in Canada this year: "Put the accent on ability, not disability."

MEASUREMENTS FOR OUR PROGRESSIVE DEVELOPMENT

MARY K. BAUMAN, Co-Director

Personnel Research Center
Philadelphia, Pennsylvania

I presume that I have been asked to speak to you on this topic because, for a great many years, I have been associated with the development and use of various psychological methods for measuring people and because, for fairly many years, I have been associated with work with blind persons. Your program committee evidently supposes that I can distill out of these two experiences a procedure by which you can evaluate yourselves, determine how well you are doing your jobs as home teachers or social workers. Fortunately, your committee provided me with an outline, a series of seven questions, and I am very happy to follow that outline for I feel that all you need as a measure of your development is the answers to those questions and some standard by which to evaluate the answers.

The first question suggested by your committee is: "Why are we in work for the blind?" In my experience, there are only three answers to that question: (1) This is the only work you can get; (2) this is, for one reason or another, the best work you can get; or (3) out of a world of opportunities, this is what you really want to do. The three answers are not necessarily mutually exclusive; for any given individual two, or even three, may be present, but one always dominates.

Let us examine these three possibilities a little further for this is a basic question. Look searchingly within yourselves. Are you in work with the blind because it is the only work you can get? Have you dreamed of other jobs, tried to get other jobs, perhaps even had the chance to try out other jobs—but this is the only job where you are tolerated? Would you be doing this if there were any other way to earn your living? Have you any sense of having chosen your job or have you been forced into it by circumstances beyond your control? If, essentially, this is the only kind of work you can get, I should like to say you are part of a group to which I shall later refer as Group I.

Or, are there other kinds of work you are sure you could get? Perhaps you could work in a factory but with your amount of education naturally you would not want to do that, or you would not like getting dirty, or you would not like the routine. Perhaps you could work in a vending stand but you do not like being on your feet all day or you do not like the record keeping or you do not like the variations in income from week to week. Perhaps you could run a farm project but you do not have a farm, or you could run a small shop but you don't have a shop or you could tune pianos but there are so few pianos to tune. Or perhaps you could do other jobs, but prefer the hours for this, or like the prestige, or like the fact that you meet different people. In short, do you have a sense of having chosen this work, chosen it because of certain characteristics which the work itself possesses, material, measurable characteristics like income, good hours, social prestige, interesting contacts, etc. If so, I should like to say you are in a group to which I shall later refer as Group II.

Or, finally, are you doing this work because it is the one thing in the world you want to do. Are you doing this because helping people, teaching, guiding, understanding, meeting the changing challenges of a great variety of problems, is more important than anything else in life? In this case, you may have little feeling of having chosen your job —the job chose you. In this case, you may be working for less money than you could make elsewhere, working longer hours, with less in the way of prestige, little reason to think anyone notices or appreciates your work—yet you go on doing it, you will always go on doing it. It is *your* work. If that is the way it is, I should like to say that you are in a group to which I shall later refer as Group III.

The remaining questions provided by your program committee as measurements of progressive development can be answered, must be answered, in the light of whether you, as an individual, fall into Group I, Group II, or Group III.

The first of these questions is: Are we

adaptable? Of course we are. The question is, to what? If we are in Group I, our adaptation is a grim effort to hang on to what we have, little as we may really want it. It is the desperate adaptation of an individual in fear for his life, therefore an adaptation centered always in the individual, usually highly emotional, and therefore sometimes not too practical. It is an adaptation which makes those around us say, "She often does the wrong thing but she does try so hard!"

If we are in the second group, our adaptation takes the form of meeting the standard; we put in the proper number of hours, we dress in the proper way, we behave as we think home teachers should behave—at least while we are on the job. We adapt chiefly in the direction of the reason we chose this job; for example, if we chose it for the hours, we never work overtimes; if we chose it for prestige, we are careful never to let our position be overlooked.

If we are in the third group, we adapt to our clients and their families, to the communities, the agencies, the problems with which we work. People in Group III are sometimes so adaptable they seem to have no personalities of their own. These are the people whose names are suggested when someone unusual is needed, someone to do a new job, to stand up under unusual pressure, deal with a difficult person or group. In Group III we adapt so much it is hard to know just what we are as individuals, our chief characteristic being that we adapt to whatever need arises.

The next question provided by your committee is: "Do we practice what we preach?" If we are in the first group we are likely to practice it rigidly or not at all, our behavior differing chiefly on the basis of whether, under pressure, we tend to become rigid, stereotyped, acting automatically whether the action brings success or not, or whether under pressure we "go to pieces", and forget the rules we ourselves created. Frequently neither our preaching nor our practice is very consistent so it is difficult to judge what we stand for and whether we stand for it in words only or also in deeds.

If we are in the second group, we are likely to regard the rules as being for someone else, not us. After all, we just say that on the job—surely we are not supposed to believe it!

If we are in the third group, we just do not preach. We do not presume that we know all the answers, we recognize that every individual has different problems and the best we can do is try to help him meet his need in his own way. We know he must make his own decisions, set his own standards, and we believe that if we can motivate him properly he will make the right decisions and set for himself standards far higher than we would dare set for him.

I should like to treat the next two questions as one for I think they are two ways of asking the same thing: "Do we have perspective" and "Do we have a true sense of human understanding?"

If we are in Group I, our perspective is necessarily limited pretty much to ourselves which means there is little probability of our understanding anyone else. Our goal is to hang on to our jobs even if we hate them and this is usually a very short-sighted goal, not involving much consideration of others. About the only time we feel as if we understand someone else is when we realize he is in pretty much the same unhappy spot we are—except, of course, it is very rare for anyone else to be in quite as bad a spot as we are. Our point of view is based entirely upon our own security or lack of security.

On the other hand, if we are in the second group, our perspective is quite clear and we have no trouble at all in judging any situation in the light of what we regard as important about our jobs. If we are concerned with prestige we naturally have sense enough to do nothing that is beneath us, no matter how much the client needs this done for him. This kind of perspective is particularly helpful in keeping us from doing what is really the work of some other member of the agency staff; it may be weeks before that other staff member can get around to this client, but still it is *his* job.

Now if we are in the third group, our perspective is apt to be a little mixed up because we are always trying to do the best we can for so many clients, and trying to get our reports up to date because we can understand that the supervisor has problems if we don't, and doing some volunteer work on the side, and trying to further the whole cause of work with the blind, perhaps through cooperating with research and answering questionnaires sent out by members of AAWB,

etc. Usually we have so much human understanding of so many people's problems that about the only time we can take off to think about our perspective is during a meeting like this. That is not good. The question of where we are going is important and deserves more thought. Perhaps we could do more to further the cause of work with the blind and certainly we would spend much less time running around in circles if we would stop and improve our perspective.

Then the committee asks: "Are we ever searching for ways to improve ourselves for our job?" People in the first group are likely to keep trying to improve but too frequently they work on improving some unimportant detail while overlooking the basic fact that self-respect cannot be bought by taking courses, that an individual who is dull, insecure, and frightened rarely finds anything in a book on techniques that will make him a different person. When our inadequacies are inadequacies of character or, shall I say, of the soul, it is the soul which must be treated. This is not impossible; fortunately it is often quite possible. I am merely warning that we should make sure we know just what we want to improve and use a method suitable to improve it.

Those in the second group have less difficulty finding a suitable means of improvement. Since their only goal is usually to meet the legal requirements for their own or the next higher job, they need only to read the regulations. Such regulations are usually pretty clear about what college degree is required, or what special courses. It is not necessary to learn the content of these courses, to believe what the teacher says, or to be changed in any fundamental way; it is merely necessary to get the credits listed on a piece of paper.

Those in the third group usually have as their major problem how to find the time and the energy to learn all the things which seem so pertinent and so important. No matter how much you learn there always seems to be more and more and more—from formal courses in psychology, social work, sociology, education, to simple little things like new recipes, new patterns for the crafts, etc. And, still more baffling, you keep finding that you need to know things it seems no one does know, so there is no place to learn them and you must try to discover them for yourself. Life is never long enough for the people in Group III to improve themselves to the point where they are really satisfied with their own attainment. But, thank heaven, they keep trying!

And now, the last of your committee's questions: How high do we measure on the rod? What rod? Obviously there are three rods involved here. For Group I, how nearly do we have a firm and lasting hold on this job; for Group II, how nearly can we meet the requirements of the job without materially disturbing our personal lives; for Group III, how many people have we served and how well.

Or, could we simplify all this by agreeing upon just one measure of development: How nearly are our clients the center of our thinking, our planning, our working day—indeed, our lives? I should like to suggest this as the final, if not the single, measure of our development: How nearly is our work, in all its ramifications, centered upon the welfare of our clients. Do we, faced by any decision, ask the simple question: Will my clients, as people, and work with the blind as a profession, gain or lose if I do this thing? Here is the fundamental measure of our development as professional workers.

REPORT: A STUDY TO DETERMINE STANDARDS FOR THE HOME TEACHING PROFESSION

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At our meeting in Houston it was suggested that the Chairman begin a study to develop a set of standards for the home-teaching profession. As Chairman of Group C, I invited three members from each home teacher conference to serve with me on a committee to study some of the fundamental data necessary

* Visually handicapped.

to develop the set of standards. The president, the secretary, and one other member of their choice from each home teacher conference were invited to participate in the project. Two questionnaires were compiled: one to obtain information regarding current activities of home teachers throughout the country; the second to obtain information regarding what the home teacher thought her activities should be. Rough drafts of the questionnaires were sent to the committee members and revised in accordance with their suggestions.

In spite of our concerted effort to make the questionnaires as brief as possible the questions had to be detailed in order to obtain enough information to make the study meaningful. We wish to express our sincere gratitude to those who took the necessary time to complete the information requested. In the original draft of the questionnaire, many excellent suggestions had to be deleted because it would have placed too great a demand on the home teachers who were kind enough to participate. As I give you the following results I believe they will plainly indicate that there is a great need for further study in this field, and I would like to recommend that the research be carried on by a national agency, such as the American Foundation for the Blind, who would be qualified to conduct such a project.

As I have indicated to the committee members on several occasions, the information herein contained hardly scratches the surface. Its sole purpose is to point out the need for a development of standards and explore some of the areas in this field. We have scheduled time for discussion at the end of the presentation and would welcome any suggestions regarding further research.

The committee received a list of membership from the secretary of each home teachers association and some additional names from Mr. Alfred Allen, Secretary General of the A.A.W.B. Three hundred four persons received sets of questionnaires to be completed and returned to the committee chairman. We received 163 replies; however, some of these replies could not be tabulated because the information was incomplete and, in some instances, not applicable to the person receiving the questionnaires.

The completed data were tabulated and compiled and a copy of the results was sent to each of the committee members for their comments. I believe that the presentation of our findings will be more meaningful to you if I read the statement as it appeared in the questionnaire and give you the results for each individual question. Many of you have completed the questionnaires and therefore are familiar with the material, and I hope that you will bear with me if this information seems repetitious.

The first half of the study was "A Questionnaire to Determine Some of the Activities Currently Being Carried on by Home Teachers". One hundred twelve responses were received and tabulated from this questionnaire and are as follows:

1. *Personal Information*

Sex
Male—25
Female—81

Age
Median—40
Spread—22 to 73
Mean—41.09

Vision
Reading—18
Travel—30
Color—19
Light Projection—30
Total Blindness—45
Full Vision—2

Educational Background
Graduate Work—60
Undergraduate degrees—27
Some Undergraduate Work—3
High School—(Diploma)—21
High School (2 years)—1

What American Association of Workers for the Blind certificate do you hold?
Class I—48
Class II—5
Class C—2

How many years of paid experience have you had as a home teacher?
Mean—9.02 years
Spread—1 to 35 years

Do you use a driver or a guide: please specify which.
60—used drivers, 12 full time, 48 part time
33—no driver
19—used guides

2. *List some of your major problems encountered in home teaching:*
Orientation and adjustment training

Family Casework	23
Lack of Community Organization	13
Personal Counseling	23
Too large a case load	11
Language Difficulties	3
Client's Fears	7
Client's Lack of Confidence	11
Transportation	6
Lack of Recreational Outlets	2
Psychiatric Counseling	2
Insufficient Medical & Psychiatric Facilities	1
Not Enough Time for Individual Cases	7
Sex	1
Inadequate Braille Texts	2

Crafts and Communication Skills

New Products	12
Marketing	15
Age	8
Additional Disabilities	9
Insufficient Training	3
Not Enough Variety in Products	2
Poor Motivation	10
Insufficient Funds	10
Too Large a Territory	7
Poor Quality of Text	1
Too Much Time Lost Before Referral	1

3. *Name in order as many home crafts as you feel are important for a home teacher to know.*

Knitting
Sewing
Crocheting
Leathercraft
Mat-making
Basketry
Chair-caning
Weaving
Household Mechanics
Woodwork
Plastic Work
Piano
Jewelry Making
Stone Polishing
Taxidermy

4. *What texts do you use in teaching braille and typing?*
Braille

"Standard Braille Series"—Illinois Braille Commission, Illinois School for the Blind
"The Adult Primer"—Emerson—American Foundation for the Blind
"The Braille Primer"—Illinois School for the Blind
"Short Stories for Adult Learners"—Bradfield
"Learning to Use Braille"—Jeanette Maris

"Touch Reading"—Janet Wise
"You Can Learn To Read Braille"—Madeleine Loomis
"Complete Introduction to Braille"—National Institute for the Blind, England
"Braille Text"—Special Manual in French, two volumes—Fernande Tremblay
"Introduction to Braille"—Braille Primer—three volumes—Braille Institute of America

Typing

"Twentieth Century Typing"—Lessenberry
"Typewriting for Personal Use"—Blackstone and Yerian
"Hadley School Manual on Typing"
"Typewriting for Sight-Saving and Braille Students"—Edith Cohoe
"Touch Typing in Ten Lessons"—Ruth Beary

5. *What subjects do you teach in addition to braille, typing and home crafts?*

Moon Type
Penmanship
Cane Technique
Homemaking
Use of Special Appliances
Card Games
Manual Language
English
Gardening
New York Point
Pre-school nursery
Music
Public Speaking
Use of Talking Books
Social Adjustment

What percentage of your total time do you estimate is spent on this additional instruction?

Median—20%
Spread—2% to 50%

6. *What techniques do you use to gain the initial confidence of your client?*

(1) discussion of blindness as a common denominator
(2) showing handiwork of other blind persons
(3) being friendly and cooperative
(4) assuring client of confidential treatment of information
(5) kindness and understanding
(6) begin work at client's level

7. *Do you actively participate in the home employment program?*

31—yes

Do you develop home employment projects?

Most of the answers here applied to normal home teaching duties, however, six interesting projects were listed:

(1) baby sitting
(2) telephone solicitation
(3) tag stringing
(4) stuffing toy animals
(5) stuffing birds
(6) operating parking lot

8. *Do you teach cane travel: what technique do you advocate?*

Rhythm Technique—41
Long Cane—2
Earl Green Method—2

Method not designated—39
Object perception—1
Total—85 teaching cane travel

9. *If you are a specialist, what is your area of specialization?*
Tabulation showed no specialists

10. *Do you use a group method for teaching?*
36—yes
Do you favor this method of teaching?
36—favor method
75—did not favor this method
What types of instruction are best suited to a group method of teaching?
crafts
travel
Braille
typing
table etiquette
How many clients do you include in your instruction?
median size—12 students

11. *What is the size of your current caseload?*
median—70
spread—10 to 800

12. *List any duties which you feel play a significant part in your home teaching routine which do not appear in this questionnaire.*
pre-school work
public relations
social and community organization
recreational activities
talking book
homemaking
counseling
arranging for dental and medical care
case recording
assisting in job placement
writing letters for clients
cane distribution
supervisor of women in sheltered workshop
train volunteers
investigate foster homes for blind clients

13. *In view of the changing aspects of our work, do you think that the title "Home Teacher" adequately describes our job; if not, what do you suggest?*
The largest percentage that answered this question thought the title "Home Teacher" was adequate, however, other titles that were suggested are as follows:
Teacher of Adult Blind
Field Worker for the Blind
Social Worker
Counselor
Social Case Worker
Home Rehabilitation Worker
Direct Service Worker

The purpose of the second questionnaire was to determine some of the thinking of home teachers regarding standards for our profession. You will note in the presentation

of the results, that many of the questions are similar to those appearing in the first questionnaire. One hundred and ten responses were tabulated.

QUESTIONNAIRE FOR DETERMINING STANDARDS IN THE HOME TEACHING PROFESSION

1. *Is it more important in your area to teach orientation and adjustment rather than crafts?*
   More important to teach orientation and adjustment 91
   More important to teach crafts 1
   Neither 3

2. *Does the necessity of special instruction warrant the employment of a specialist on the home teaching staff?*—47—yes

3. *Is a man home teacher able to deal with a total caseload successfully, or should he be employed on a specialist basis?*
   Many did not respond to this question. Ten said yes, that he was able to deal with a total caseload. Fifty said no, that he should be employed as a specialist.

   If you believe that he is better suited to the role of a specialist, specify what type of training you think he should cover
   travel
   orientation
   heavy crafts

4. *What are the maximum and minimum general caseloads a home teacher should carry?*
   median range—30 to 75
   spread—(minimum)—5 to 10
   (maximum)—500 to 800

   If specialists are employed, how many clients should they serve?
   median—24

   How many hours of instruction per client per week?
   Hours per client per week too inaccurate for calculation.

5. *Should the home teacher have special training in geriatrics in order to understand and successfully deal with the older client?*
   72—yes

   Would you designate this as a job for the specialist?
   17—yes

6. *Should a specialist be employed to teach the deaf-blind clients?*
   69—yes
   3—should be taught in special schools
   13—no, the home teacher should be equipped to teach deaf-blind as part of her regular caseload.

7. *What should be the responsibility of a home teacher in the preschool program?*
   44 said home teacher should counsel with parents, 14 of these said she should work with the child as well. 40 said no, job for a specialist.

8. *Do you believe that it is the responsibility of the home teacher to develop and/or facilitate a home employment program?*
   48—yes

9. *Do home teachers need special training for the public relations aspects of their jobs?*
   81—yes
   28—no
   1—did not answer

What specific training would you suggest?

public speaking courses
psychology
Dale Carnegie Course
a few mentioned Sales and Personnel Work

10. *In your opinion, should a home teacher be blind or sighted?*

72—Blind
20—Partial Vision
2—Sighted
14—Immaterial
2—Did not answer

Is partial vision a significant advantage in home teaching?

54—yes
41—no
5—immaterial
10—did not answer

If you believe partial vision is advantageous in home teaching, specify kind and degree of vision that you feel is most helpful: e.g., travel, reading, color, etc.

reading vision—11
color " —25
travel " —48
no answer —26

11. *Since many persons agree that a competent blind person has a great deal to contribute to a home teaching situation, should a driver be employed where the locality indicates that this is expedient?*

104—driver should be provided
2—no
4—yes, if agency could afford it

Under what circumstances would you feel a driver desirable?

In rural areas where home teacher is carrying a heavy caseload or where transportation is infrequent.

Specify circumstances in which a home teacher could allow a guide to enter a client's home with her.

90—guide should enter home with home teacher
14—definitely not
6—did not answer

Of the 90 answering yes, the reasons given for having guide enter home were as follows:

(1) always a definite aid
(2) only where reading or sight was an advantage—filling out forms, etc.
(3) initial interview
(4) protection of home teacher where client was unstable

12. *What educational requirements should a home teacher possess?*

Of the 110, only 58 answered this question. 45 said undergraduate work specializing in:

Social Work
Psychology
Industrial Arts
Social Welfare Major in Specialization
Education
Social Casework

13 said graduate study was necessary, specializing in Social Casework.

13. *Write below any experience you feel could be substituted for some of the above.*
The consensus of opinion was that four years of experience could be substituted for two years of undergraduate training and the same ratio would apply to graduate work; eight, however, said that no substitutes could be made.

14. *What should be the salary range of the home teaching profession?*
General Caseload
median—$3,000.00 to $4,150.00
spread of salary range—minimum—$1,200.00 to $2,800.00
Maximum—$5,000.00 to $7,500.00

Home Teaching Specialist
median—$3,300.00 to $4,500.00
spread of salary range—minimum—$2,000.00 to $2,500.00
maximum—$4,000.00 to $7,500.00

Conclusions and Recommendations

A cursory review of the foregoing material will suffice to indicate the many needs for further study to develop a functional set of standards for the home teaching profession.

There is a marked difference in the duties of many home teachers. This is strongly indicated in the answers to question twelve in the first questionnaire. Information was requested regarding duties performed by home teachers other than those incorporated in the questionnaires. A variety of duties were listed, some of them highly technical in nature, others that would require little or no skill.

The educational backgrounds, both extant and proposed, would tend to indicate that perhaps the need is not for a single set of standards but for a division into several groups according to specialization and complexity of requirements for the particular job. Some of the home teachers clearly pointed out that the main emphasis of their work was social case work incorporating the many disciplines included in this type of work. Other home teachers seem to be primarily employed for instruction in crafts, Braille, etc. A third group spent the major portion of its time on adjustment training, travel, etc. and a fourth but very small group was mainly concerned with social visiting.

Questions dealing with current salaries, expense allowances for drivers, guides and extra secretarial work and other questions of a similar nature were not included in this study. They are important but could more readily be obtained from the administrative heads of agencies.

A geographical distribution of caseload and type of terrain to be covered by the home teacher makes a vast difference in the number of cases that a home teacher can serve satisfactorily and the hours spent with each client. Some attempt was made to take these factors into consideration but it was obvious from these answers that the structure was inadequate to cover this important contingency.

Although there is a wealth of material contained in the findings of this study, the committee would be the first to recognize its many weaknesses and to again emphasize that the major purpose of the study was to compile some factual data that would stimulate the thinking of Group C and to serve as a spring-board for further research. If the members of Group C decide that the project is worthy of further study, I would like to recommend that a formal request be made of the American Foundation for the Blind to conduct the necessary research and that a large committee selected from this group study the results of this project with a view towards making specific recommendations to the Foundation with respect to what should be included in the research project.

In closing, let me express my sincere gratitude to the members of this group who cooperated in completing the questionnaires. I hope that the presentation of the findings has been interesting and will prove of value for future study.

NEED THE BLIND BE A MINORITY GROUP

* C. C. CATES, JR., Judge Municipal Court
Burlington, North Carolina

At the outset, the author wishes to state that he is not professionally trained in work for the blind, nor has he had any professional experience in dealing with or working in behalf of blind people. My training and experience have been in the field of law and my only contact and connection with the world of the blind is personal experience in living and working as a blind student, and in later years as a blind attorney.

Also, it should be pointed out that this paper is presented as a basis for discussion at a symposium being held here today on the topic "Need the Blind be a Minority Group", and I have been invited to present a discussion in support of the affirmative side of this query. And the opinions here expressed and conclusions drawn do not necessarily represent the complete convictions of the author as to every argument presented and it is hoped that the thoughts expressed may serve as a stimulus for discussion rather than as final judgment and conclusion.

It appears inevitable that the visually handicapped be referred to "as the blind" as if persons disabled with this particular handicap should be stereotyped and considered as a simple group or class rather than a large number of individuals with differences as to the make-up of their personalities, their hopes, their ambitions, their talents, and their ideals. Blind people are no more alike as a group than the fish in the sea or the trees in the forest; it is true that the visually handicapped are alike in that they are unable to see physically, but here the similarity ends. And inasmuch as blind people are considered as a group or a class by the sighted world it is likewise inevitable that the attitude of the general public toward the blind individual is stereotyped or typical; and hence it is natural to discover the sighted world as looking upon all blind persons as having the same weaknesses, the same abilities, the same talents, and the same skills. Consequently, the general public comes to look upon blind individuals as a minority group to be dealt with and looked upon as a group rather than individual personalities; and hence every blind person seeking to make his way in the world finds himself battling the public attitude which looks upon him as possessing special talents which he may not possess at all, or as afflicted with certain weaknesses or disabilities which may not exist in his case to any extent whatever. But, whether we approve or disapprove, appreciate or resent this general attitude, the fact remains that as physically handicapped individuals living as a minority in a sighted world we must face the social reality and adjust our attitudes and our actions accordingly, just as we find it necessary to adjust our disabled physical condition to an environment designed by nature for individuals who possess all of their senses of perception.

Every person who is blind is seriously handicapped, and he should recognize this fact as a reality; and if he attempts to disregard his physical handicap, he is merely traveling a primrose path where there are no roses, but only thorns, and sooner or later he must recognize that his handicap may be overcome to a degree but cannot be ignored altogether. Whether or not we as individuals accept this philosophy and recognize its truth, the sighted world has already concluded that we are seriously crippled and that we are not likely to make a useful place in society for ourselves. Therefore, two conclusions must be reached: (1) That we are physically handicapped; (2) That the sighted world knows this fact whether we know it or not. And in the light of these conclusions it becomes imperative that we adjust our lives as blind people to an environment in which we are at a disadvantage, and in which our competitors consider us greatly inferior.

How can this adjustment of the blind to an environment designed for the sighted world be made? The answer to this question is to be found in the experience of organized society throughout many centuries of history; and this experience clearly indicates that in order for the visually handicapped individual to develop whatever talent he possesses and make an adjustment to life, crippled and

* Visually handicapped.

handicapped as he is, he must receive specialized education, specialized attention from his family, his friends and his associates, he must have special opportunities, specialized vocational guidance and training suited to his particular needs, abilities, and opportunities, and in short, he must be dealt with as a special individual separate and apart from the normal human being. This specialization in the training and development of the physically handicapped individual calls for special equipment, specialized instructors and vocational guidance experts, and for many other specialized features, techniques, and procedures which result in the expenditure of much money and time on the part of society in order to make it possible for the blind individual to adjust to life in a manner that will enable him to be a healthy, happy and contributing member of society. And since history and experience teach that it is necessary for society to devote so much time, effort, thought and material resources to the training and education of the blind, it is obvious that society must recognize these individuals as a group and a class, otherwise the necessary provisions for the education and training of the blind would never be made. Therefore, it is my conclusion that if the blind seek to rid themselves of the status as a minority group, they stand to lose a great many of their special privileges. We all recognize the advantages inherent in such programs as: Legislation by the Federal Congress and the legislatures of the several states singling out the blind as a group for assistance programs such as aid to the needy blind, income tax exemption, free mailing privileges, special arrangements for vending stands and sheltered workshops, and educational institutions and agencies designed specifically for the training and education of blind people and their employment in gainful occupations and professions.

Thus we observe and conclude: (1) That blind people are physically handicapped; (2) That society has come to look upon blind persons as a minority group with particular problems and readily identified personality traits; (3) That as a result of the blind being considered as a minority group a social consciousness of the needs and potentialities of the blind has developed; (4) That this social consciousness of the needs and potentialities of the blind has resulted in the gradual development of a social attitude or philosophy as to the rights and needs of this minority group; (5) That this philosophy recognizes that the visually handicapped person shares full human rights with the able-bodied; that the visually handicapped person is entitled to every possible measure of protection for rehabilitation; that this handicapped group has a special claim on society for sympathetic understanding and constructive help because of the emotional and psychological disturbances with which this group is afflicted; that the blind individual is capable of developing his residual powers to an unexpected degree if given proper training and opportunity, and of becoming an economic asset instead of a liability in most instances; that the blind individual after receiving the benefits of training and rehabilitation has a definite responsibility to hold these benefits in trust and to make a definite economic and cultural contribution to society; and that this philosophy of the place of the blind in society has come to recognize that the blind person has an abiding desire to achieve independence among normal people instead of being segregated as an indigent and dependent member of society.

This new philosophy of the blind in society represents great progress upward on the part of this physically handicapped group, and likewise represents intelligent growth and development on the part of society in its attitude toward this physically handicapped minority. And in the opinion and view of those of us who support the affirmative side of the query being discussed, this new attitude is the foundation for all of the progress that has been made in work for the blind in the past few decades. Without this thinking and social consciousness of the needs of the blind those of us who are unable to see with our eyes would still be groping around in the dark, helplessly seeking an opportunity to help ourselves, with the few gifted ones able to rise above their misfortune, but with the masses left demoralized, indigent, and eking out an existence that would hardly deserve the dignity of being called life.

Therefore, it appears that if the visually handicapped in society were deprived of this status and identity as a minority group, there would undoubtedly be some few blind indi-

viduals who would be able, due to good fortune, special opportunity or outstanding natural ability, to achieve a position of independence and self-sufficiency for themselves in society; and unquestionably those few fortunate and successful individuals would receive well deserved credit for their accomplishments. However, there would remain the vast masses and majority of blind people who would lack the opportunity or the ability to attain this favorable position, and they would remain unable to make any contribution to society, and therefore unable to derive any real value from the experience of living. And if we are to enjoy the fruits and benefits of organized effort on behalf of this special group in society, we must accept with these fruits and benefits the identity of the blind as a minority group with whatever disadvantages there may be attached to this status.

It is a simple proposition for any given blind individual to say that he does not enjoy a position in society which identifies him with a minority group, and that there is attached to this minority group certain attributes and characteristics which are unfavorable or undesirable; and that he would prefer to be considered as an absolutely normal individual taking his position in society along with other normal people. This desire for independence, self-respect and normality is not only understandable on the part of a blind person, but it is an entirely worthy and worthwhile goal for him to desire and to seek. It should be the aim of every blind individual to educate and adjust himself so as to make his physical handicap as unimportant in his life as possible, and to enable him to associate with normal people without his handicap being noticeable to his normal associates. But it is difficult, if not impossible, for the blind individual to attain this goal without organized assistance in his behalf; and it is difficult, if not impossible, to secure this organized assistance from society unless society does observe and recognize his needs. And it may well be argued by those supporting the negative side of this question that they recognize all of the growth, development and progress in work for the blind, that they grant the truth of many of our arguments, but still feel that every effort should be made to lift the blind individual out of a class and make a personality separate and apart from the group out of him. We of the affirmative have no dispute with this point of view. It is not our intention to contend that the blind individual should be considered as a member of a minority group with certain traits and characteristics, which characterize him as an individual and blind people as a class, but our position is that blindness is such a serious physical handicap and disability that it necessarily distinguishes the person who is blind from those who are normal; and that this setting apart of the blind individual attracts attention to him and that this attention results in all of the benefits which have come to the blind through organized effort in their behalf; and we further contend that it is the responsibility of agencies and institutions for the education, guidance and welfare of the blind to deal with those handicapped persons as individual personalities with individual problems and that every effort should be made to develop whatever talents each individual possesses and to enable him to find his particular place in society. And at the same time it is the responsibility and duty of the individual blind person to apply himself and to make every possible effort within the scope of his ability to develop his talents and acquire some skill which will enable him to secure economic independence for himself and at the same time attain as much personal and social normality as he possibly can. Thus, it appears that our agencies and institutions working with this handicapped group should be concerned primarily with individuals and their respective personal problems, and that less emphasis should be placed upon "the blind" as a group. The disadvantages and unfavorable position which result from our being considered as a minority group are largely within our own minds and attitudes. It is our duty to develop ourselves as individuals and to live our lives among normal people in a manner so as to give us the greatest measure of satisfaction and happiness and at the same time enable us to make the greatest personal contribution to the society in which we live.

As we have suggested earlier in this discussion blind people are not all alike and what is necessary or desirable for many blind persons is not desirable for all. And we should recognize that the majority of the blind must be placed in created jobs—sheltered work-

shops and self-employment projects for the obvious reason that the majority of our blind people are unable to succeed in open competition with normal sighted persons.

Likewise we should recognize that many gifted individuals who happen to be blind possess the natural ability and have the opportunities to make for themselves an outstanding success independent of any agency or organized effort in their behalf, but these outstanding examples of success without assistance are exceptions, and therefore greatly in the minority.

We should also recognize that blindness presents many intricate physical, psychological, social and economic problems which are different and more severe than the problems of other groups, and the solution of these problems calls for specialized services and adjustments on the part of the individual, the family, and the community; and the blind, due to their economic and social position, and because of their difficulty in getting about as readily as other groups, are unable to express their needs as effectively as others who seek or require specialized attention from the state and the community.

It is hoped that nothing we say here will be interpreted as meaning that we of the affirmative feel that blind people should be segregated or placed in groups to live to themselves separate and apart from the sighted world; nothing could be farther from our philosophy of what is best for this handicapped group. But it has been my observation from a lifetime of personal experience as a blind child and more recently as a blind adult living and working altogether among sighted people that there is a barrier and a difference between myself and normal people and that this barrier can never be completely ignored or eliminated. It is merely one of the many and multiple factors of adjustment to life with other human beings. I have never attempted to run away from this barrier nor to hide behind it; nor do I think that any blind person should ever make a major issue of his physical defect. If we accept the reality of our unfavorable situation, utilize to the fullest possible extent our ability and opportunities, refrain from emphasizing our physical condition in our relations with normal people and ignore our blindness whenever and wherever we can, we shall discover that this great tragedy in our lives is reduced to a minimum; and at the same time we shall be making progress in our effort to break down the barrier between the blind and the sighted world and to eliminate from the thinking of the normal person the attitude that we are different beings from themselves. In short, we should endeavor to live among normal people in as nearly a normal manner as possible, always striving to make our blindness as unimportant as possible to ourselves and to those with whom we associate. We should never seek the assistance of a sighted person unless this assistance is absolutely necessary. But at the same time we should never reject the offer of assistance when tendered even though it is not actually needed by us. This approach will tend to lessen our dependence upon our sighted associates; and at the same time will not thwart or discourage any tendency or inclination on the part of those with whom we associate to be kind to or sympathetic toward us and our condition. And if we follow this philosophy it is my conviction that any intelligent ambitious blind person can make an economic and social success of his life and enjoy a healthy and happy social relationship with normal sighted people. And the matter of his being considered a member of a minority group will never disturb his personality nor his relations with his associates.

In summary, I would say that the world in which we live and all of its institutions, agencies and instruments of living are designed for those who see, therefore, it is necessary that blind people have specialized guidance and assistance to help them in making the manifold adjustments required for a life without sight; that blindness results in a tragic handicap which means that individuals so crippled face major difficulties in the struggle for existence in competition with those who possess all of their faculties; that as a result of the differences which distinguish the blind from normal people, a social consciousness or awareness of the needs of the blind has developed through the centuries which recognizes the necessity of special treatment of the blind as a minority group; that this recognition of the blind as a minority group enures to the benefit of the majority of blind people and is not a major disadvantage to any of the blind. It is often asserted

by students of blindness and the blind themselves that the blind function just as do normal people, with the exception that they do so without sight, and that hence no such social theory of the blind as is here asserted exists. But functioning without sight makes a tremendous difference to the kind of problems an individual must solve and the frustrations he must face, problems and frustrations that are often less deeply rooted in the handicap of blindness than in the attitude of the seeing world towards it; these problems and frustrations confronting blind persons have a tremendous effect upon the growth and development of their personalities and their social role. Thus a special attitude toward the blind as a minority group exists in precisely the same sense as it exists for any other group faced by similar life problems and situations, such as the farmer, the migrant laborer, the lawyer, doctor, or school teacher. But being considered as a minority group by the sighted world should not be a major problem for the blind as individuals; our fundamental duty to ourselves and to society is therefore to face the realities of our situation, outwit and overcome our handicap in so far as possible and make our lives mean as much as humanly possible to ourselves, our families, our friends and the communities in which we live, forgetting social theories and group consciousness and living as individual personalities.

NEED THE BLIND BE A MINORITY GROUP?

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Professor Hans Kohn in his article on "Minorities" describes a minority group in these terms: "Minorities are groups held together by ties of common descent, language or religious faith, and feeling themselves different in these respects from the majority of the inhabitants of a given political entity."[1] He further states that "They insist upon respect for their own traditions and cultural pattern, irrespective of the fact whether such an insistence does not form a bar to greater progress by the preservation of obsolete ways of life."[2] These statements apply largely to minority groups based on common descent, language or religion. Yet, analogous, though less well-defined, characteristics appear in other groups which have been narrowed by particular beliefs, special interests or deprivations to a point resulting in the setting up of artificial barriers between them and the majorities. Sometimes these barriers are self-imposed by the minority group itself, or by discriminatory practices on the part of the majority group. Usually, however, the process occurs by real or fancied prohibitions created by both sides, resulting in isolation of the so-called minority group in certain ways, often arousing strong feeling in the minority group against the majority and somewhat uneasy, indifferent tolerance on the part of the majority. Militant propaganda groups, if they are not large, can easily become minority groups in this sense, regardless of the justice or injustice of their cause. Minority groups tend to become assimilated with the majority when their particular grievances or differences become modified by tolerance, changing conditions or interests.

Minority groups tend to manifest some of the following characteristics: they consider their special interest or difference more important than the majority thinks it is; they consider themselves oppressed, discriminated or prejudiced against, ill-understood and treated with condescending pity; they limit their associations to members of their own group, concentrating upon their differences and grievances, fancied or real, and become verbal, though not always effective, pressure-groups; they become happy in their own associations and often derive real pleasure from concentrating on their grievances. We all know minority or pressure-groups falling in this category, so it is not necessary to name them.

The purpose of this paper is not to criticize minority groups or to take any position

* Visually handicapped.
[1] The *Encyclopaedia Britannica* (Copyright 1951), Vol. 15, p. 564, article "Minorities" by Hans Kohn.
[2] *Ibid.*, p. 565.

with regard to them, except as the characteristics they manifest may apply to blind people as a group. That many blind people do form at present a minority group is not questioned. They have been made so by two factors: their artificial grouping together by society to develop techniques and methods of educating them and otherwise improving their condition; and the banding together of blind people themselves because of the unquestioned bond of understanding between them, and because they could dramatize their problems and needs to society more effectively thereby. The historical acceptance of begging by society was at first, and for a long time afterward, a privilege, and not necessarily a degrading one. The development of homes for the blind and schools for the blind was again more advanced means of providing security and education; and even in our own day special workshops for the blind are another attempt in a forward-moving concept of assisting the blind to secure economic independence. Yet all of these methods of serving blind people, even many of the special services supplied by agencies for the blind, tend to isolate them as a group and to make them more conscious of being a special minority group.

Blind people themselves, because they formed natural associations at school, live and work together in homes or workshops and participate in special privileges together come to think of themselves as different, special, less-privileged, poorly understood, prejudiced against and needing to band together in verbal, militant campaigns for "equal rights" with seeing people. This isolation, created by both society and the minority group itself, reacts upon social thinking of the majority group of seeing people who regard the blind then as different, pitiable, emotional and often even sub-normal. Are many blind people today a minority group? The answer is emphatically, "yes." They have all of the characteristics we mentioned, some groups even having a language of their own, convictions as strong as any religion and unfortunately, in some instances, even common descent.

Minority groups, unless they become large enough to eventually become majority groups, tend, in extreme cases, to remain isolated, strange, disaffected, imprisoned elements of the population; and certain groups of the blind have undoubtedly illustrated these characteristics. What better illustrations are there than phrases used by blind people with highly charged emotional content describing what they think the sighted world's attitude toward them is—"sighted people think the blind are queer"; "seeing people don't understand the blind"; "many sighted people live on the blind"; "the blind never get a chance"; "work for the blind harbors many sighted parasites"; "the sighted want to keep the blind down." All these are phrases that illustrate the isolation the minority group has built around itself which is as surely an insurmountable barrier as if it were a prison wall. There cannot be give and take between groups which are mutually exclusive.

"The blind leading the blind" is an excellent descriptive phrase, if it means blind persons using their knowledge and experience to lead other blind people from physical, psychological, social isolation into the midstream of human activity and experience where they will merge and flow forward in the bright sunshine of general human relationships. Too often, however, it means simply steering other blind people around the same endless, circular path that makes up "the world of the blind." Is it then a vicious circle? Are the blind always to live by themselves, being satisfied only with the sound of their own complaints, beating with bare, tender fists against the concrete walls of permanent misunderstanding? Human experience and the widening concept of the human being and of society as a whole teach us otherwise.

The function of individual groups in modern, complex society changes almost with the passing of days. The group today, which is loud in its acclamations for the rights of the veteran, will tomorrow be scattered into three groups, campaigning equally vociferously for women's rights, civil rights, fair play for labor, the justice for management, the right of federal employees to bargain, and a host of other groups pressing through every fair means in a democracy to get its particular set of values recognized and appreciated. Each individual in society then is not a member for all time of just one group.

Jane Smith may campaign for more women in Congress, lower taxes in Chicago, better housing, more schools, better transportation,

a change in city government, a new church, government control of alcohol, the new style in Paris hats, subscription television, or higher salaries for state employees. All of these interests may require her to belong to as many different groups which can't become strictly minority groups, since they are not mutually exclusive; and Jane Smith cannot divide herself permanently and irrevocably into as many separate isolated parts. Why then, if Jane Smith should be blind, should she be a member of only one exclusive group? The freedoms of democracy, the process of securing personal status and recognition, performing one's daily work, satisfying one's tastes—even the vain ones—require brushing together with all kinds of human beings; tall ones, short ones, fat ones, thin ones, brunettes, blondes, redheads, sweet dispositions, bad tempers, bookkeepers, lawyers, housewives, plumbers, calm ones, flighty ones, sober ones, soaked ones, those with humor, those without humor, youth and age, and even Democrats and Republicans.

Blindness is only one of a million characteristics, and its reason for group-existence has no more validity than all of the others. The individual thus emerges because he represents the potential of membership in a thousand groups representing a thousand distinct and separate interests in unique combination in each separate individual. The more groups one belongs to, the more varied one's experiences and the more flexible becomes one's living and thinking. Joining is an American fashion, the Europeans say, and like all fashions it has its handicaps; but it does break down barriers and abolishes aloneness. This does not mean we should all go out and join a thousand groups; but the wider and more varied the social contacts are, the more opportunity exists for fuller, more satisfying social living. Why then do the blind need to be a minority group?

Let us try to look at the problem in terms of the genesis of groups of blind people, whether they be clubs, associations, residents of special homes or employees of special workshops. Society created the first groups in order to study their general character and problems, to educate them and to devise methods of service that would improve their general welfare. With this as a pattern, blind people themselves began to draw together to help one another by means of sharing their common experience. John Jones taught Jimmy Brown to read as he was doing. One blind man gave instruction to another in his particular method of traveling about. Soon blind people began to find pleasure in social contact with one another, and, if you will, even shared their woes in accordance with the old proverb that misery loves company. It cannot be denied, however, that all of these incentives for group-formation brought, in many ways, the results sought, many of which were of unquestioned value. Then another factor began to play a part. Seeing people came to use groups of blind people to arouse strong public appeal and to dramatize the needs of the blind. Is it surprising then that blind people themselves should copy this procedure to gain public recognition for needs they themselves felt? Here again were positive results of value, not the least of which were better public assistance programs, the development of special work shops, and a good deal of valuable public education about blind people. Unfortunately, all of us have seen such groups not only perpetuate their existence long after their purposes have been served, but to retreat within their groups from the very social world they wanted recognition from. Thus they become exclusive, ingrown, and society reacting upon their exclusiveness has pushed them farther from itself; and the term "the blind" becomes not a convenience of classification to improve the condition of persons who happen to be blind, but a name to describe a particularly foreign group surrounded by mystery but which must occasionally be satisfied because it often creates problems. Thus blind persons can and do often lose their individuality because they are members of a minority group.

Let us now face the facts realistically. The modern democratic concept of the dignity of the individual, his freedom of opportunity, his uniqueness of personality, and his inalienable rights and bargaining powers would, if unhindered, in the democratic process of social, political and economic interplay, dissolve the minority group into a series of uniquely different human beings whose only element in common would be the possession of a visual handicap which itself varies so much in degree and has such infinitely differing effects upon the individual that its

commonness to all members of the group is almost less important than its differences.

This would happen, except for two things: many blind people themselves do not actually want what they say most emphatically they hope for—equality with seeing people, judgment of themselves entirely on their merits, and complete integration with seeing people in all their activities. They really want to perpetuate the minority group along with the discrimination it brings. But even this would be no real problem after a period of time if agencies for the blind did not, through their practical everyday methods, create and maintain closed groups of blind people in their specialized caseloads and specialized blind activities. We as agencies for the blind, then, and often volunteer groups wishing to serve them, are now primarily responsible for the maintenance of minority groups for the blind. If we did what we say we want to do, we would try in our programs serving people who happen to be blind to play down the specialness of the activities we sponsor and stress the uniqueness of each individual served and the elements he has in common with all the rest of the population. Instead of adjusting people to blindness, or even to living without sight in a seeing world, let us teach our people and give them the tools—physical, psychological, social and vocational, to "see" without physical vision. Let us recognize that "seeing" is not just a physical process. To see is to understand, to be a part of the world around us, to have common experiences with our fellow-men, to think, act, live and play not in a special world of the blind but in a universal world of men. The mediums may be different, but the objective and the results should be the same. Reading is reading, whether it be done in print, Braille, or with a Talking Book; and so with all the other activities of the living process. Keep people who are blind living in the group of their neighborhood or community and not in an artificially-created world of their own.

When an agency for the blind has a recreation program, let us encourage seeing people to participate in it, not just because it will help the blind, but because everybody will enjoy it and because it is a community activity. Let us, too, not only have the community come to us, but give our blind people the tools to participate in their own community programs, and through our home teachers and other staff help them and the community to understand one another and become a part of a total activity. Let us not just have a blind chorus, blind bowling associations and the like. These may be important to demonstrate and develop skills, but the real objective is for John Smith, who is blind, to sing in the church choir or to bowl with the boys on his street. The main trouble is once we have demonstrated an activity we hang on to it for dear life afterward as if it were our own private possession, instead of using it to enrich the lives of not only our blind people but the community as well, recognizing that people who happen to be without their sight can and do make important contributions to the community's work, play and welfare activities. The job of the worker for the blind, whether this be a paid worker, volunteer or board member, is not only to serve the blind as individuals and to interpret their needs, problems and achievements to the public, but to bring the two together so that there is not a majority group of seeing people on the one hand and a minority group of blind people on the other but a democratic society composed of many interacting groups among which are scattered blind people. Some blind people have managed to break through the bars of our prison in spite of what we have done. These have taken the tools we have provided and refused to accept the habits we try consciously or unconsciously to inculcate and take their place in the community, being recognized not because they are blind but because they have a contribution to make, large or small. They go to an association for the blind meeting as they would to a bridge club one night, to a political meeting the next, a church club the next, and an outing on Sunday; and their only contact with other blind people is in the normal pursuance of their normal interests.

There are many examples of this from the blind attorney in Chicago who has made a name for himself fighting organized crime to the field agent for a wholesale house who is known because of her ability to train girls to sell dresses. These are unusual examples, but there are many ordinary ones, like the man on the south side of Chicago who was known throughout surrounding communities because of the beauty of his hot-house flowers. The

blind person does not succeed because he is a member of a blind group, or primarily because he has received special services from an agency for the blind. He succeeds because he has the tools to compensate for whatever limitations he may have because he has skills, knows how to get along with people, and has so many varying interests he does not have time to feel sorrry for himself. This isn't just true of blind people; it's true of everybody. Blindness is not a handicap so much as it is a personal characteristic that goes to make up John Jones as a total personality who may be tall, red-haired, genial, a poor speller, a good poker-player, an Episcopalian, a good storyteller, and reads Braille. Most blind people can secure the fullest life possible if they accept blindness as a fact, interpret it to the people around them when necessary, but give it no more importance than it needs to enable them to participate freely in whatever group interest they have. The greatest public education about blind people does not come from the propaganda of minority blind groups. It comes from the day-by-day association of individual blind people in the world around them.

Previous to meeting a certain man who had a cottage on one of the country lakes just northwest of Chicago, I learned that he was a good pinochle player, had designed his own house and could drive a hard bargain, before I was told he couldn't see. The barrier between the blind and the seeing is a creation of minority groups of blind people and the reaction of the seeing majority upon the minority group. It's a psychological social barrier which disappears with continuing association and common interests. The blind do not need to be a minority group; and a great deal of their problem will work itself out when blind people themselves and agencies for the blind accept this fact and act as if they believed it.

People who do not possess useful physical vision, therefore, do not need to be a minority group, as has been demonstrated by the fact that those who live the fullest, most satisfying lives have either never become members of a minority group such as we have described, or have managed to transcend its limitations. If this is true, the role of the modern agency for the blind and service clubs and volunteer groups wishing to serve blind people must take a new direction. Instead of serving blind people as a group and then attempting to fit them individually back into their communities, we should try to serve them as part of the community life, selecting activities in our training and recreational programs that will invite and stimulate community participation because they are primarily community activities. This may require some research and a different kind of public education, but I believe it is possible; and we could use the whole community to serve the blind instead of just our own agencies.

THE FUTURE OF VOCATIONAL REHABILITATION OF THE BLIND UNDER PROVISIONS OF PUBLIC LAW 565: MEDICAL AND SOCIAL SERVICES

* GEORGE EMANUELE, Director

Medical and Social Services, Florida Council for the Blind
Tampa, Florida

Let us pay due respect to those who were instrumental in sponsoring Public Law 113 and its passage into law; to those giving it liberal interpretation as they believed it was intended to be given and those who placed it into practice as tangible rehabilitation services. Public Law 113 has become the basis of sound rehabilitation principles upon which present plans for the future are being developed.

Tremendous progress was achieved under Public Law 113 in the field of physical restoration, but the problems of the disabled frequently go beyond just the physical limitation imposed by the disability. Experience reveals that the full cooperation of the client cannot always be achieved by providing medical treatment or correcting the physical disability only, for his problems may be more complex. Recognizing the importance of complete understanding of the disabled individ-

* Visually handicapped.

ual's needs, and having available suitable facilities and the services of professional personnel familiar with and skilled in rehabilitation, the definition of vocational rehabilitation services was broadened under Public Law 565 accordingly to provide Federal funds that could be used to meet in part cost of services necessary to achieve successful rehabilitation. Basically, it permits in a documented language the pooling of the resources of the community, utilization of professional personnel skilled in the techniques of rehabilitation, and the training of personnel in methods of rehabilitation. It is noted particularly that Public Law 565 is outstanding in its effort to marshall resources of the community, facilities and personnel in support of growth and development of rehabilitation services.

The definition of rehabilitation services was broadened under Public Law 565 after considerable research which revealed that:

1. Public Law 113 was a limited program and that a large proportion of the disabled population still need help.
2. The allotment of a greater proportion of Federal funds would directly influence the growth and quality of services that may be made available through state agencies.
3. There existed a shortage of professional personnel skilled in phases of rehabilitation techniques including therapists, psychologists, social workers and others.
4. A need for training professional personnel in the techniques of rehabilitation including physicians, social workers and others.
5. A need for rehabilitation facilities including hospitals skilled in the treatment and care of the chronically ill, the need for nursing homes, convalescent centers and other facilities.
6. Need for growth and expansion of local resources and institutions concerned with phases of rehabilitation and for them to assist in providing services and to train personnel.

Concerning plans to expand services to serve many more disabled persons, a study revealed that only 20% of the disabled population are being served nationally each year. In 1953 of the 61,000 who were rehabilitated, 9% were disabled by diseases of the eye. With plans under Public Law 565 to gradually expand services so that an increasing number of disabled will be rehabilitated each year, it is evident that an increasing proportion of blind will be rehabilitated as well. If the number of disabled who will be rehabilitated is increased to 200,000 by 1959 as planned, and if the ratio of blind to the number to be rehabilitated remains the same, then we can expect that approximately 18,000 of those rehabilitated will be visually impaired. This seems incredibly high. The majority of directors of state agencies for the blind feel that while the numerical goal may be correct, the time table has been unrealistically and arbitrarily established. The achieved goal, however, may reach reality a few years later than 1959.

The following includes physical restoration permissible under Public Law 565 plus plans for expansion and growth of medical and social services:

I. Specific Changes:

A. Public Law 113, Hospitalization 90 day limitation
" " 565, " no limitation

B. Public Law 113, "Care for acute illness is ruled out by the word "static"
" " 565, the word "static" eliminated

C. Public Law 113, "Hospitalization for diagnostic purposes not to be furnished for more than three days and in no case for not more than ten days"
" " 565, Limitations not included

II. Medical and Social Aspects of Public Law 565:

A. Eligibility—functional limitations.

Let's stop for a moment and stress language and intent written under elegibility in Public Law 565. It will be noted that repeated reference is made, and this is a quote, "functional limitation resulting from such disability . . ." and, "eligibility based upon . . . resulting functional limitation . . .". Determination of functional limitation im-

posed by the disability and it being, "substantial limitation in activities" or "handicapped to unemployment", is now required under Public Law 565. In stressing the requirement to determine functional limitation in determining eligibility, it will be noted that this is a distinct change in language from that under Public Law 113 when emphasis was placed upon determining whether a physical and/or mental disability existed.

Diagnostic:
In the rehabilitation of the blind the general and special examination has already played a very important role in the past in determining the client's physical and mental status and in determining the need for medical and social services. In other words many of us have already practiced what Public Law 565 *now* requires us to do—secure general medical examination as part of the diagnostic process. Experience has taught us that it may be a waste of taxpayer's money, time and skill to treat the major disabling condition only and to proceed with training and placement without first carrying on as complete a diagnosis and evaluation as possible to understand, "pertinent medical, social psychological and vocational factors in the case". The last statement, by the way, is an actual quote from Public Law 565, R & R, 401.15A.
Under R & R—Case Study and Diagnosis under Public Law 565, the language stressing the importance of, "which provides . . . thorough diagnostic study . . . which will consist of comprehensive evaluation of pertinent medical, social, psychological, vocational factors in the case", endorses that which has been in practice in securing general, special and clinical examinations that may be found necessary in completing the evaluation.

Medical Consultant:
Under Public Law 565, plan guide describes arrangements made for securing adequate medical consultation at all levels. R & R assures the availability of medical consultation services of high quality on all medical aspects of the vocational rehabilitation plan.

B. Trained Professional Personnel:
Research and study influencing the passage of Public Law 565 revealed that there was a serious shortage of trained personnel needed in an expanded program of rehabilitation. These included therapists, social workers *with the knowledge of rehabilitation techniques, psychologists and others.* Research and study reveals the following shortages and need:

Medical Consultant	—Now Available	115 (mostly pt. time)
	Need	500 by 1959
Psychologists	—Now Available	10 (full time)
	Need	100 by 1959
Rehabilitation teams	—Now Available	20
	Need	115 by 1959
Therapists	—Now Available	6,000, of these 2500 in rehab. work
	Need	5,000 by 1959
Social Workers	Current Demand	40,000
	Need	30,000

To remedy this situation, Federal funds are available under Public Law 565, Section 4. $400,000 has been set aside in traineeships to individuals who apply. This will require no matching of state or institutional funds. A separate grant under Section 4 has been set aside for teaching grants to colleges and institutions, on the basis of two Federal dollars for each state or institutional dollar.

C. Significance of Section 4, Sub-part F—Training and Research:
The purpose of one grant structure is to meet a part of the cost of projects for research, demonstration and train-

ing. For example, to help a community which wishes to analyze its own handicapped population and to bring local agencies together in a joint program to rehabilitate those who can be helped. In general, grants for such special projects are intended to encourage new concepts and techniques in rehabilitation; to stimulate demonstration projects; to develop advanced methods in group action in communities; to undertake research in order to overcome some of the technical obstacles which now interfere with successful rehabilitation and to plan and carry out a program of training of personnel in several professional fields required to provide rehabilitation services as a prerequisite to the expansion of vocational rehabilitation.

D. Rehabilitation facilities, including medical facilities:
Public Law 565, Section 4, grants for special projects, provides for the establishment (not construction) of rehabilitation facilities. The Law defines rehabilitation facilities into two types:

1. Provides one or more of the following types of services:
   (a) Fitting or training in the use of prosthetic devices
   (b) Pre-vocational or conditioning therapy
   (c) Physical or occupational therapy
   (d) Adjustment training
2. One which provides an integrated program of medical, psychological, social and vocational evaluation. . . . All medical and related health services must be prescribed by or under the formal supervision of persons licensed to practice medicine or surgery in the state.

Public Law 482—MEDICAL FACILITIES SURVEY AND CONSTRUCTION ACT OF 1954.
Provides for the *construction* of comprehensive rehabilitation facilities such as chronic disease hospitals, nursing homes, diagnostic and treatment centers.

(Please note that under PL 565 the Law provides funds for the establishment, expansion or remodeling but *not* for the construction of rehabilitation facilities. PL 482 provides for the *construction* of rehabilitation facilities and is known as the collateral law. Activities under these two laws will be coordinated to prevent duplication of efforts.)

For those of you who have not see a copy of Rules and Regulations as concerns Public Law 565, I have mimeographed those sections that apply specifically to Medical and Social Services, and they will be distributed.

PERSONNEL PRACTICES AND PERSONNEL STANDARDS IN SERVICES FOR THE BLIND

ALEXANDER F. HANDEL, Consultant in Community Planning

American Foundation for the Blind
New York, N. Y.

I greatly appreciate the opportunity provided by your program committee to submit this brief report on the progress that has been made in our efforts to comply with your request to develop a manual of Principles and Standards of Services for Blind Persons. We wish that we could report that this rather formidable task had been completed but, unfortunately, that is far from true. However, you will be pleased to know that we do have some progress to report.

You will recall that last year I informed you that our plan was to structure this study in a functional framework, making it possible for us to select out large and semi-independent parts for separate study. This method was selected in order to make the overall job more manageable by breaking it down into major sub-units, e.g., (1) Vocational Services, (2) Personal Reorganization Services, (3) Home Teaching Services, (4) Library Services, (5) Recreation and Social Group Work Services,

(6) Social Casework Services, (7) Psychological and Psychiatric Services, and (8) Educational Services.

I am pleased to be able to report that we already have underway three major sections of this study. These are in the fields of, first, Vocational Services; and, second, Recreational and Social Group Work Services. The third is a basic study that can simultaneously be carried out for all phases of our broad field of work. This is a study of personnel standards and personnel practices.

I am sure that all of us will agree that the key in advancing standards of service for blind persons is the personnel who administer those services. Committees of the American Association of Workers for the Blind, as well as some of the larger agencies, have from time to time made attempts to define jobs, determine job qualifications, and identify salary ranges. These efforts have, of necessity, been limited in scope.*

In April of this year, the Foundation, in cooperation with the Office of Vocational Rehabilitation, enlisted the aid of the Bureau of Labor Statistics of the U. S. Department of Labor in undertaking this important task. The Bureau has agreed to gather objective and comprehensive information about the agencies and personnel providing services for blind persons. The principal goal of their survey is to get the facts that will help us to improve our services by raising the professional and economic standards of people who work with blind individuals. To raise the standards of our profession, we need to know what specific and specialized jobs there are in our chosen field of work and what those jobs pay. We need to know how many people are working in these services, what kind of training and talents they have, and what their education and experience have been.

To find out all this the Bureau is preparing two questionnaires, one to go to the approximately 400 agencies serving blind persons, and the other to the three to four thousand professional, technical, and administrative people who work for these agencies. You will be asked to fill out these questionnaires and return them to the Bureau of Labor Statistics in Washington, where they will become the confidential property of that Bureau—not for release to any organization or person.

We expect that one of the results of the survey will be greater knowledge about what duties are involved in each kind of job. At present, we are not exactly sure. The same aggregate of duties sometimes goes by different names, and sometimes quite different duties have the same name. We, as a professional group, need to clear up this confusion so that we will know what occupational specialties there are in work for the blind, and how individuals can best prepare to qualify for this important work.

Here the Bureau of Labor Statistics needs your special help because unless they know quite accurately what the duties of a job are, they will be unable to determine the job's value in the scale of wages and its relationship to other jobs. Therefore, we urge agency administrators to think about qualifications necessary for each job, and the duties the incumbent should be expected to perform. If your agency already has job descriptions in written form, you are one step ahead. If it hasn't, the Bureau hopes that you can prepare them, or at least be thinking about them, before you receive the questionnaire. They *do not* need to be long; they *do need* to be clear and accurate.

In this cooperative enterprise, the Bureau of Labor Statistics will provide us with the facts. Interpretation of the facts and the formulation of policy, based on those facts, will be up to us. We anticipate having this report in time to permit our beginning to explore its implications at our next convention in Los Angeles.

The specific aims of this survey may be listed as follows:

1. To determine standard classifications of personnel engaged in providing services for blind persons.
2. To determine the number of workers in each classification according to type of agency and geographic locations.
3. To determine present salary levels of workers in each classification.
4. To determine pertinent characteristics of workers with the blind, such as educational background, age, sex, years of experience, visual acuity, et cetera.

* One of the most important of these studies is that carried out by Dr. Berthold Lowenfeld and published in 1941 by the American Foundation for the Blind under the title of "Teachers of the Blind—Their Status and Salaries".

5. To evaluate the above kinds of data in such a way as to result in improvements in the competency level of workers with the blind in order to bring about better services.

The significance of this study may be enumerated as follows:

1. The primary significance of this survey is that for the first time an attempt will be made to secure a comprehensive picture of the number and qualifications of personnel engaged in providing services for visually handicapped persons.

   It is estimated that between 3,000 and 4,000 persons are employed full-time in administering or rendering community services for blind persons.

   In this survey an effort will be made to secure information regarding *all* of the administrative, technical, and professional personnel engaged in providing these services in the continental United States.
2. The type of information that will be collected in this study is necessary if responsible governmental and voluntary agencies are to project sound plans for the improvement of service.
3. The survey is a necessary preliminary to the standardization and professionalization of services. An important by-product will be the preparation of definitions of occupational specialties in work for the blind.
4. The factual data that will be provided by this survey is essential to the initiation or further development of pertinent and specialized professional education by our colleges and universities. Further, it will provide the information necessary to develop a recruitment program designed to interest qualified young people in making a career in this field of service.
5. For professional associations, having as they do a primary responsibility and concern for the development of professional standards, this survey represents an historical milestone. It is anticipated that this study will provide associations such as the American Association of Instructors of the Blind and the American Association of Workers for the Blind with a wealth of factual information essential to immediate and long-range program planning.
6. Local and state administrators of both governmental and voluntary agencies have for a number of years been requesting the type of information to be secured by this survey. In formal administrative practice many values accrue from having available pertinent data that may be used as a frame of reference or for comparative purposes.
7. The significance of this type of survey is attested to by the fact that in recent years the United States Department of Labor has been called upon to carry out such studies by a number of professional associations, national organizations, and federal agencies.*
8. Finally, a survey of personnel engaged in providing services in an area that benefits from the most extensive range of specialized rehabilitation services may be expected to provide pertinent points of reference for the entire field of rehabilitation.

The importance of this study of personnel standards and practices is suggested by the fact that several months ago the chairman of Group A** of this Association contacted me to inquire about the possibility of utilizing this study as the exclusive subject for their meetings this year. The importance of this study is further underscored by the fact that the Secretary-General of the AAWB has, in cooperation with Mr. M. Robert Barnett, Executive Director of the American Foundation for the Blind, arranged to allocate part of Mr. Barnett's time at the General Session on Thursday morning to Dr. Margaret Plunkett who has been assigned by the Bureau of Labor Statistics on a full-time basis, to coordinate this survey. Finally, we have prepared a brief, mimeographed statement regarding this study that will be made available to you before the end of this convention. Extra copies

* The Bureau of Labor Statistics of the U. S. Department of Labor, during the past five years, has conducted and published results of a number of studies concerned with the status and salaries of a variety of professions. Previous studies have covered nurses, dietitians, librarians, social workers, social scientists, engineers, etc.

** Group A includes Executive Heads of Agencies Doing City-Wide, County and Local Work for the Blind, Executive Heads of Workshops and Industrial Homes for the Blind and Executive Heads of Homes for the Blind.

of this statement wil be available at the registration desk. I hope you will pick up enough to distribute to your staff when you get home.

As I indicated at the outset of this report, we have in addition to our basic study of personnel standards made some progress in our efforts to codify principles and standards in two other important areas.

In the field of Vocational Services we have been fortunate in securing the services of Professor Abraham Jacobs of the faculty of Columbia University. Dr. Jacobs began his work with us this January. He comes to us directly from a number of years in the field of practice which has included service with both state and voluntary agencies engaged in providing vocational services for blind persons. Dr. Jacobs was recently assigned as head of Columbia University's graduate program for the training of vocational rehabilitation counselors. For more details regarding Dr. Jacobs, I refer you to the April issue of the *Outlook* or last Sunday's *New York Times*.

The following persons are serving as members of Dr. Jacobs' advisory committee:

Mr. J. Albert Asenjo
Consultant in Vocational Planning, American Foundation for the Blind

Mr. R. Earl Barrett
Executive Director, Pennsylvania Working Home for the Blind

Dr. Phyllis Bartelme
Director, New York Regional Respiratory and Rehabilitation Center, Goldwater Memorial Hospital

Dr. Bertram Black
Associate Executive Director, Altro Workshops, Inc.

Mr. J. Hiram Chappel
Vocational Rehabilitation Specialist, Division of Services for the Blind, Office of Vocational Rehabilitation

Miss Jane Culbert
Supervisor, Counseling Service, Vocational Advisory Service

Mr. William P. Gregg
Supervisor, Rehabilitation Services, Services for the Blind, Ohio Department of Public Welfare

Dr. Douglas MacFarland
Assistant Director, Virginia Commission for the Visually Handicapped

Mr. Winfield S. Rumsey
Director of Vocational Services, Industrial Home for the Blind

Dr. Donald Super
Professor of Education, Teachers College, Columbia University

Mrs. Elizabeth M. Wagner
Consultant, National Society for Crippled Children and Adults

In the field of recreation and Social Group Work, we are again fortunate in securing the services of a nationally recognized leader in his field and once again we have an academic person. He is an Assistant Professor of Social Group Work at the School of Social Work of Columbia University. Professor Irving Miller is a man of great energy so that in addition to his university work he has for the past six years served as Executive Director of the Vacation Camp for the Blind, the largest camp of its kind in the country.

We sincerely hope that we shall be able to present the results of all three of these studies to the AAWB convention next year. In closing, I want to underscore the fact that your active cooperation is essential to the successful completion of this project.

GOLF FOR THE BLIND

*** CHARLES E. TOOTH, President**

The Canadian Blind Golfers Association
Hamilton, Ontario

Mr. Chairman and Delegates of the Convention:

I welcome this opportunity of speaking to you for a few moments on the past, present, and future of the Canadian Blind Golfers Association, of which I have the honour to be President.

It was while operating the Sheet Mill Canteen in the Steel Co. of Canada, Hamilton,

* Visually handicapped.

for the C.N.I.B. that I was asked by one of my customers (Jock McCallum) who is here with me today, if I would like to try out a game of golf.

After having played nine holes, and having shown some promise, Jock undertook to coach me, with the result that I believe the foundation was laid, for the ultimate formation of the Canadian Blind Golfers Association.

This happened in 1937, and in 1938 I heard of two blind people in Toronto, Harris Turner, Publicity Manager for the C.N.I.B. and Wilson Barrett a printer here playing golf. Friendly intercity matches were played from that time until 1945 with the honours passing to and fro, going back to 1938.

Dr. Oxenham a blinded veteran from London, England was brought over to Cleveland U. S. A. (by Robert, Believe it or Not, Ripley) to put on an exhibition which was viewed by a large gallery and which resulted in some very valuable publicity in the United States. In 1945 having increased our numbers, we put on our first official tournament competing for the Silverwood Dairies Trophy. Press and Radio covered our game for the first time, and have been very generous in publicizing our progress to this date.

In 1945 while listening to a broadcast from W.J.R. Detroit, I heard Bud Guest appealing for clubs for blind golfers, and after some correspondence with the promoter Harry Hunter, the first International Blind Golfers Tournament was played at North Hills Golf Club, Detroit, in September 1946 with myself bringing home the trophy.

From this point on a representative group of Canadian blind golfers, have been invited to compete in all America national tournaments including Bing Crosby, Bop Hope, at which tournament we had the thrill of playing golf with Bob Hope, followed by two tournaments at Norristown, Pa. Augusta, Maine, Birmingham, Alabama, and last year at Worcester, Mass.

While attending the tournament at Los Angeles, Calif., the Canadian Blind Golfers Association was organized with myself elected as president, Dr. Oxenham as vice president and W. L. Jackson, secretary-treasurer which offices we still hold. Canadian championship tournaments have been held continuously since 1945 to this date including the following national champions, myself in 1945-1946. Dr. Oxenham of Toronto 1947-1948-1949. Phil Tederhouse of Prince Albert-Sask 1950-1951, Nick Genovese of Dundas 1952, myself in 1953, Nick Genovese again in 1954.

In the year 1950 we held our first Canadian International at Chedoke Golf Club which was won by Charlie Boswell of Birmingham, Alabama with a score of 95 for 18 holes, a record for blind golf which still stands. The best scores obtained by Canadian players so far have been Nick Genovese's Ontario score of 101 in 1952 and my own Canadian championship in 1953 of 101 for 18 holes. Our national tournaments have been supplemented by interclub competition held at golf clubs where we had been granted honorary memberships. These competitions increased the interest of the club memberships and that together with the publicity given us by press and radio and newsreel put us in a position to approach the House of Seagram and the R.C.G.A. with a view of obtaining their sponsorship of a combined national and international tournament in Canada each year. Agreements were successfully negotiated with the House of Seagram, and the R.C.G.A. with the result that the first international teams matches was held at the Lambton Golf and Country Club, Toronto with seven Americans and seven Canadians competing. The tournament was highly successful. A film of the tournament play was taken by the House of Seagram and attached to that of the Canadian open, and is being shown to golf clubs, and service clubs throughout Canada. The gross receipts from the sale of tickets was turned over to the C.N.I.B. to establish a fund for the development of golf and other recreations for the blind. This fund made possible a promotional trip to Western Canada.

In August of 1954, when I played with such famous pros as Stan Lenard of Marine Drive Golf Club, Pat Fletcher of Saskatoon Golf Club, holder of Canadian open title, and other professionals equally interested in our project, Golf clubs were approached for honorary memberships, service clubs were asked for their moral and financial support, and prospective blind golfers were interviewed. The immediate result was a formation of a branch of Canadian Blind Golfers Association at Calgary, headed by R. A. Hewlett as chairman and four other members, who have

been receiving instruction at the Winter Golf School from Otto Anderson golf professional and I understand that they have already received honorary memberships in local golf clubs. We are hoping that Vancouver, Edmonton, Saskatoon, Regina and Winnipeg will follow Calgary's leadership.

I am now on my way to Eastern Canada and I am of the opinion that if results continue for the latter part of my trip, we shall have several branches of the Canadian Blind Golfers Association well established by the time I return to Hamilton.

In 1954 we applied for and were granted a national charter, and are now striving to make our organization a truly national one.

THE C.N.I.B. AND CO-OPERATION BETWEEN NATIONAL AGENCIES

*** COLONEL E. A. BAKER, Managing Director**

Canadian National Institute for the Blind
Toronto, Ontario

In this discussion, it is my purpose to indicate the development of co-ordinated services for the blind in Canada and co-operative team work with contemporary organizations, particularly in the field of voluntary health and welfare services.

Prior to 1918 there was no comprehensive service for the blind in Canada. There were schools for the blind, some of which had been operating as long as fifty years. In services for the adult blind there were two local workshops in Montreal and one in Ottawa which had been operating from three to ten years or so. Apart from limited libraries and schools for the blind, there was one circulating library for the adult blind with very few books and limited services.

Some of the early Canadian war blinded were privileged to attend St. Dunstan's. There, a comprehensive outlook both in training and opportunities for blind adults furnished inspiration. At the same time there was opportunity to become acquainted with the co-ordinating activities of the National Institute for the Blind in Great Britain and its relations with long established service organizations for the blind throughout the country.

When we returned to Canada, we found the conditions affecting the adult blind in particular as already mentioned. We first became associated with the Board of what was then known as the Canadian Free Library for the Blind in the autumn of 1916. It required only a brief study to determine the need of improved facilities and enlarged services.

Within six months this was accomplished. Our attention was then turned to the field in general and one year later we had a Federal Charter for the Canadian National Institute for the Blind. Drawing on the experience of organized services for the blind both in Great Britain and the United States, the development in Canada was comparatively rapid, while precautions were taken to avoid some of the organization limitations and mistakes which obviously beset services established earlier in other countries.

The Charter of the Institute was secured in March, 1918; the National Office was set up in May of that year, as well as the first Division; namely, Ontario. In the spring of 1919, the Maritime Division was established, with headquarters in Halifax, N. S. and covering the three Maritime Provinces, Nova Scotia, New Brunswick and Prince Edward Island. In the autumn of 1919, the two Western Divisions were established; namely, the Central Western Division, embracing Manitoba and Saskatchewan, with headquarters in Winnipeg, and the Western Division, embracing the Provinces of British Columbia and Alberta, with headquarters in Vancouver. For the time being, no organization was attempted in Quebec Province, since the Nazareth Institute, with some services, residential and occupational, for the adult blind, in addition to the school for French-speaking sightless youth, and the Montreal Association, operating a school for English-speaking sightless youth together with workshops and a residence for blind adults, were already in operation. It was our hope that co-operative arrangements could be worked out in time. Elsewhere in Canada, early and ever-improving friendly relationships were established with existing schools for the blind in Hali-

* Visually handicapped.

fax, N. S., Brantford, Ontario, and Vancouver, B. C.

During the next several years, efforts were concentrated on the development of public understanding and support, encouragement of blind children to take full advantage of school facilities and of adults to take training and undertake self-supporting employment in Institute workshops or in their own districts or homes.

In the late twenties, studies of age classifications, economic conditions and capacities of registered blind indicated quite clearly that Government allowances for the aged and incapacitated blind were essential. We began working on this. It became evident, however, that we must complete our registration of the blind in Quebec Province in order to present to the Federal Government and to Provincial Governments concerned as complete a picture as possible of the numbers and conditions of the blind throughout Canada.

We therefore established the Quebec Division in 1930 to carry out general registration and develop services which would not duplicate any already being given by existing organizations in the area. In 1931, co-operative arrangements were made with the Montreal Association for the Blind to ensure joint and mutually agreed representations to the Government. In 1933, a small branch workshop which had been set up in Newfoundland by our Maritime Division and which was suffering from the effects of the depression led to an agreement between our Maritime Division office and National Office, under which National Office assumed responsibility for services in Newfoundland. The Newfoundland Division was set up and has shown steadily increasing services, coupled with improved understanding and support from both the general public and the Government.

Newfoundland, however, did not come into Confederation with Canada until 1949 when it became our tenth Province. Confederation helped solve the problem of our relationships with Newfoundland by bringing the new area within the scope of our Federal Charter.

I do not consider it essential to go further into development of our Institute services in Canada except to express at this point our gratification concerning the co-operation we have received from the public and the governments at all levels in Canada.

I now turn to our co-operative relationships with contemporary organizations. From the outset we have operated on the assumption that if we are reasonable and co-operative in our relations with other organizations we may expect good will and co-operation in return. Also, we have realized from the beginning that among our registered blind we have health and other problems which tie in to the specialized fields of others. To illustrate, we have blind persons who are partially or in some instances, completely deaf. In such cases we are in frequent contact with the National Society of the Deaf and the Hard of Hearing.

We have registrants who also suffer from conditions such as diabetes, kidney trouble, heart conditions, cancer, arthritis, tuberculosis, poliomyelitis and crippling conditions such as paraplegia. It is obvious that our clients can benefit and we can be more effective in our service if we utilize the specialized knowledge and experience of such organizations. In return we can offer co-operation for any of their clients who may be affected by partial or total blindness.

There are other areas in which we have much in common with our contemporaries. Some of these are 1) Federal and Provincial legislation affecting voluntary agencies. 2) Legislation desired for the relief or benefit of our clients. 3) Problems arising in the fund raising field involving both government aid and campaigns for the raising of funds, coupled with practical public education concerning services involved. 4) Co-operative action to increase public confidence and eliminate rackets. 5) Welfare planning to cover some fields more adequately and encourage service in areas as yet uncovered.

Prior to the First Great War the number of voluntary health and welfare organizations in Canada was limited to a very few in the national field, with most organized effort having developed locally. Because of the impetus given by the First Great War due to public interest in war casualties and general recognition of health and welfare problems not adequately covered, this Institute and a few other organizations began to develop. The next impetus was given by the depression period and finally, at the end of the Second Great War, several additional organizations came into being, particularly in the

health field. Public consciousness in respect to social welfare problems has been unquestionably aroused by abnormal conditions such as war time periods or sub-normal conditions as in depression periods.

The success of our Institute in the rehabilitation of the blinded from two wars, together with the greater numbers arising in civilian life, of a substantial number of war amputees, paraplegics and other disabled, had focused attention on the possibilities.

During the first and second war periods, the Government of Canada had supervised budgets and regulated appeals of voluntary agencies wherever their services covered problems related to war service. Following the end of the second great war, government supervision was removed, but in consultation it was suggested that there should be a continuing voluntary representative body which could deal with problems of inter-relationships, fund raising, etc. The national agencies themselves had already recognized the desirability of this movement, since our knowledge of the actual programs of each was limited.

The first limited meeting of representatives was called in 1947. A number of questions were discussed informally. At the next meeting, it was agreed that a questionnaire should be developed for completion by all organizations in the national health and welfare field, covering the form of organization, nature and extent of service program, extent and methods of fund raising, etc. At subsequent meetings the returns from each organization were examined and discussed. Finally in 1949 the group assumed the name, "Canadian Conference of National Voluntary Health and Welfare Organizations". At the present time the membership includes fourteen national recognized agencies; namely, Canadian Arthritis & Rheumatism Society, Canadian Council for Crippled Children, Canadian Jewish Congress, The Canadian National Institute for the Blind, Canadian Paraplegic Association, Canadian Red Cross Society, Canadian Tuberculosis Association, Canadian Welfare Council, Health League of Canada, Canadian Mental Hygiene Association, National Society of the Deaf and the Hard of Hearing, St. John Ambulance, Salvation Army and Victorian Order of Nurses.

Our experience has been that we have each grown to know the other better and co-operation between agencies has been substantially improved. Good will and co-operation have developed steadily. The prospects are for even more significant developments in the foreseeable future. The group is now recognized by our Federal Government, by Community Chests across Canada and especially by rehabilitation authorities, governmental and otherwise. As a representative body, it can be consulted and can express agreement or co-operate in a positive and responsible manner.

This group has substantial representation on the National Advisory Committee on the Rehabilitation of Disabled Persons, as appointed by the Government of Canada.

In conclusion, I can positively state that in this instance we are proving that co-operation pays, particularly in such areas as 1) promotion of public confidence and financial support. 2) Concerted representation to governments for desirable provisions or service program. 3) Ever-increasing recognition of those areas in which all concerned have so many interests in common. 4) Recognition of the necessity of future planning for more comprehensive coverage of service in some areas not as yet adequately provided for.

Good will, confidence and co-operation are the key notes of the success thus far achieved. Those who are willing and able to carry this torch successfully can ensure a broader future.

WORK FOR THE BLIND IN THE UNITED KINGDOM—RECENT DEVELOPMENTS AND FUTURE PLANS

*** JOHN E. JARVIS, International Correspondent**

Royal National Institute for the Blind
London, England

I am greatly honored to have been asked to address this group today on a subject of my own choice and I think the best way of responding to this request will be to tell you about some recent developments in work for

* Visually handicapped.

the blind in the United Kingdom and about some plans for the immediate future. I should like first to make some remarks about the education of blind children and then to deal with more general aspects of the problem.

Our Ministry of Health tell us that at 31 December 1953, there were in England and Wales 442 blind children of three years and under. The incidence of retrolental-fibroplasia is with us, as with you, an important factor in what has undoubtedly been a substantial increase since the war in the number of children who are totally blind at birth. But there is no doubt that more strict control in the use of oxygen for premature births has already resulted in a considerable drop in congenital blindness from this cause. Indeed, we are optimistic enough to believe that although we shall certainly continue to be faced with new cases, it is very probable that the number of these will not again reach the peak of the past few years.

The Royal National Institute for the Blind now has nine residential nursery schools in some of which—during the past three years—no less than 90% of the children have been totally blind. A year ago we were caring for 191 children in eight of the schools, for the ninth was not opened until last July, and by September of this year we shall be able to provide for a total of 224. We are taking the greatest care to keep the parents of these children in very close touch with them by means of frequent visits, and, more recently, by regular meetings of parents in London which many have attended with the greatest enthusiasm and, still more recently, by the opening in one of the schools of a new experimental unit for parents and children. This is housed in a separate cottage in the grounds of the school and its domestic facilities enable a succession of parents and their blind children to live there for a maximum period of some weeks in conditions closely resembling those of their own homes, but under the constant supervision of the head of the school and of a trained nursery nurse. Many parents who have been conscientiously attempting to bring up their children in their own homes have begun to feel seriously perplexed and unequal to their task, in spite of regular visits from home teachers and other expert workers, and we feel confident that by observation, by discussions with trained staff and by seeing the development of other blind children at different ages, a surer foundation will be laid for the future of their own offspring and that the parents' distress will be materially lessened. Home teachers, and other members of the family, are also welcomed and if the mother has to return home for a few days during her visit her child is of course left in good hands.

This unit also allows for the temporary admission of any child when the illness of the mother or any other unexpected crisis leaves no satisfactory alternative. Such children do not become regular residents because home conditions are normally adequate for their upbringing.

I hope I have said enough to convince you that our nursery schools are not secluded institutional places. In our view, those elements of segregation which they still possess are a lesser evil than life in the many homes where, with the best will and guidance in the world, no blind child could hope to grow in freedom and independence. In our residential schools, too, segregation is steadily becoming less of a bogey than once it was, thanks to the deliberate provision of wider opportunities for contact with the outside world. Almost every issue of our professional journals reports fresh instances of some form of contact with outside. Last year, for example, the drama group of one of the London schools competed on equal terms with seeing children in a Festival of Arts and were awarded second place with 74% marks, only 4% behind the winners. Other schools exchange regular visits with neighboring schools for the seeing and for the mutual enjoyment of a wide variety of social interests. Even at Condover Hall—our blind school for children with additional handicaps—we have succeeded in achieving a far greater measure of integration of its pupils into the life of the community around them than might at first appear possible for such children. This school, which we opened in 1948 to replace a smaller and more local one of the same kind and in order to make nation-wide provision for these doubly and multiply-handicapped blind children, is housed in what was once the Manor house of the village of Condover. Fortunately, Mr. Myers, the head master, whom some of you will have met when he was in the United States two or three years ago, has managed to preserve in a remarkable degree this feeling

among the villagers that the Hall is still the center of their community in spite of the fact that it is no longer inhabited by the local squire and his family but by over 70 severely handicapped children. While full employment makes the adequate staffing of any residential establishment a most difficult matter in Great Britain these days, the villagers at Condover still regard it as perfectly normal that they should work in the Big House and Mr. Myers has taken full advantage of this by dividing the school into family units, to one of which every pupil and every member of staff—from the most experienced teacher to the youngest kitchen maid, belongs. We are sometimes criticized for our failure to build brand-new schools of modern design but even if we had them I doubt if they would enable their pupils to belong so closely to their surroundings, whatever internal advantages they might possess. Anyone who was at Condover during the Festival of Britain in 1951 and who saw the school's contribution—an historical pageant with scenes depicting the life of the Hall from the time of the first Queen Elizabeth until the present day with villagers playing their parts in it alongside the pupils and staff of the school—would appreciate the extent to which the life of the village is an indispensable element in the life of the school which forms a part of it.

Another way in which the problem of segregation is being tackled is less spectacular but I think no less important. I refer to the various educational research projects, some of which establish direct relationships between the attainments of blind and seeing children. In this field, the College of Teachers of the blind, through its Research Council and with the help of the Departments of Education in several of our Universities, is getting seriously down to brass tacks. Some of its first results leave no room for complacency. They reveal, for instance, a disturbingly large number of blind children in our schools whose fluency in Braille reading is far from adequate. They also show that in comparison with seeing children those who are blind are often severely retarded in their ability to cope with quite simple tests of number concept. Further research into the physical aspects of touch-reading and into the devising of more suitable reading tests is already being actively undertaken and the Research Council has given its blessing to proposals for a pilot-study of the vocabulary of young blind children and for a study of the possible effects of their deprivation of home life while they are away at school.

There is no doubt that we are still faced with the situation in the United Kingdom, from which I dare say our colleagues on this side of the Atlantic are not altogether immune, that many of our blind school-leavers are in some respects less mature than seeing children of the same age. Under the British education system all children are divided at the age of eleven plus into three streams, of which by far the largest is composed of those whose full-time general education will cease at the age of fifteen for seeing children and sixteen for the blind. Those in our field whose thought is most progressive have long felt that too many of these blind adolescents have found their way into the sheltered workshops and home industries and therefore into occupations in which permanent subsidy will be required if they are to receive a living income. In its report to our Minister of Labor in 1951 the Working Party on the Employment of Blind Persons which he had appointed two years before expressed the view, with which I would certainly concur, that further education and technical training in residential centers until the age of 21—which is primarily intended to prepare these young people for sheltered employment—tips the scales far too heavily in that direction:, on the other hand, the striking successes during the past 12 years or so in the placement of blind adults in regular industry, drives one to the conclusion that many of these young people would probably be able to take advantage of this development if they were given more encouragement and assistance to do so. Sixteen is of course too early an age in most cases for any final decision to be taken and it was for this reason that the Working Party recommended the establishment of an experimental assessment center for Blind adolescents.

I am happy to be able to tell you that the Royal National Institute for the Blind will have such a center in operation three months from now. No doubt some of its residents will still choose to go into sheltered employment even when other possibilities have been clearly set before them, but we are confident

that objective discussion of all available alternatives will induce substantial numbers of them, assisted by our existing placement and follow-up services, to go boldly out into open employment alongside their seeing colleagues. If we help them to achieve this goal we shall have the satisfaction of increasing a tendency in our total employment situation which is already most gratifying. I wonder if all of you in this room realize that in 1952 the total number of blind persons in England and Wales who were engaged in fully competitive open employment—that is, in normal industry and commerce, in clerical occupations and in higher professions—exceeded for the first time the number engaged in sheltered employment in the special workshops and home industries. Every year since then the position has become slowly but surely more encouraging. It is always a little difficult for us to make reliable comparisons with work on this side of the ocean, for Great Britain does not possess your elaborate arrangements for the placement of blind people in concession stands, and when we read your literature it is hard for us to make up our minds whether this type of employment should be classified as "sheltered" or "open and fully competitive".

Indeed, I am not sure whether everyone in Canada and the United States knows exactly which it is. What I do know is that we have about a thousand blind people in regular employment in clerical occupations, of whom more than half are telephone switchboard operators and of whom the great majority of the rest are stenographers, wielding their Braille shorthand machines and their normal typewriters on equal terms with the seeing in many departments of our central government, in an increasing number of the offices of our city and county governments, and in many private firms.

In the higher professions we have to admit that, were it not for physio-therapy, our record in terms of impressive numbers would not look so good. I am not sure whether it is the different structure of your medical services in the United States or the sad Legacy of early experiments with unsuitable candidates or a combination of both which has failed to open the doors of physio-therapy to suitable blind men and women. In my country they stand wide open and over 300 of our people, having now passed through them, are fully employed in our hospitals and in private practice. We also have 40 or 50 blind lawyers and about the same number of ministers in our Episcopal Church and in the other Reform Churches, and I could quote very encouraging individual instances of the employment of blind people in the teaching profession, both at University level and in high schools for the seeing, and in a variety of executive posts. But with us, as I think also with you, the range of professional opportunity is still far too narrow and I believe that the task of widening it is an even more urgent challenge than before, now that we are faced with a situation in which all our schools have their numbers swollen—we hope only temporarily—by so many victims of retrolental-fibroplasia. As you know, many of these suffer from no apparent handicap in addition to their blindness, and it is therefore reasonable to assume that a fair proportion will be clamoring for professional employment within the next couple of decades.

As in North America, the situation of the newly-blinded adult is now far better with us than it was in earlier days when he could only hope to receive maximum help if he had lost his sight in the armed forces of his country. The extension of similar provision, first of all to those whom we called war-blinded civilians—the victims of air-raids and the like—and then the newly-blinded people in general is, I think, one of the brightest pages in work for the blind during the past 15 years.

My chief tells me that he has seen one adjustment center over here which is so similar to our own that he almost felt that he had returned to England when he walked into it. I believe that is one of the best you have, and I hope you have more like it, and that you will soon have many more.

Our Ministry of Labor has helped us a great deal by according to our adjustment centers the full recognition which they would have received had they been under its own management, and has itself played a conspicuous part in the total rehabilitation effort by devoting to the blind a whole section in one of its own training centres. The placement in normal industry of blind people who graduate from this centre is more consistently successful than that of other disabled

persons and these training facilities have enabled us to rely less on short periods of on-the-job training in work requiring little skill and to concentrate more on that in which more skill is required and in which more intensive basic industrial training is so helpful.

Two of our sheltered workshops have now introduced light industrial operations on an experimental basis and another has brought a high degree of mechanization into its brush-making department, but for the most part they stick closely to the traditional trades and to one or two new ones which a few of them established ten or fifteen years ago. Research into the possibilities of new trades is still sadly lacking.

Investigation of more efficient methods of Braille production is, however, well in hand. Mr. Colligan, Secretary-General of the R.N.I.B., reported fully on this at the first general assembly of the World Council for the Welfare of the Blind in Paris last summer and I hope you will all find time to read his paper when you study the proceedings of that unique gathering. Since then work has continued on the construction of our first machine for the regular production of solid-dot Braille, and we expect soon to have it installed in our headquarters in London. In this method the conventional embossed dots would be replaced by drops of special plastic ink, dried and hardened so that they could be read by touch.

This should allow for the use of thinner paper while increasing the durability of the Braille itself. Meanwhile, we are already making limited use of the vacuum-forming process in producing small quantities of text-books and other material and in the duplication of maps and diagrams in high relief. Of these I think our most successful venture so far has been a map of the Mount Everest area in six-inch relief which we have made to accompany the talking-book version of Sir John Hunt's fascinating account of the conquest of that mountain.

Another more unusual application of it has been the embossing of labels for the fragrant plants in the special gardens for the blind, of which the vogue seems now to have spread from our country to yours.

I have left until last the whole question of assistance to those blind people who in all Western countries constitute the overwhelming majority. I refer of course to the aged, most of whom lose their sight when they are already well on in years. I have left them till last not because I regard their needs as any less important than those of the rest of us; on the contrary, their very numbers pose a colossal problem. I have left them till last because I am afraid that we all have a very long road to travel before we come near to a solution of that problem. It is true that our Home Teaching Service in Britain is now a fully recognized sector of local government welfare. Earlier this year our Home Teachers —of whom there are more than 600 in England and Wales alone—received a well-deserved salary increase along with other local government servants in the administrative, professional and technical grades. It is also true that almost every county and large city has at least one residential home, and that one or two new homes are opened somewhere nearly every month to provide an ever-increasing number of these people with the basic amenities of life at no expense to themselves. But what of the far greater numbers who do not want to enter such a home, and of the many who still could not, even if they wish to do so, for lack of accommodation? Occasional visits by the Home Teacher —which cannot be more frequent because of heavy caseloads in the towns and the great distances which separate one client from another in rural areas—welcome and useful though they are, seem to me to have touched only the bare fringe of the problem. When I tell you that one enterprising Home Teacher is looking after so many clients over the age of 85 that she has recently started a handicraft class for them, you will realize the kind of difficulty with which we have to contend and with which I believe you also have to grapple. May I suggest at this juncture that we should do more to pool our resources of information and experience in a branch of our work which is already so vital and which is certain to reach even more alarming proportions before any change in the age distribution of our populations can redress the balance.

Let me conclude on this note of closer co-operation. Our monthly periodical, the *New Beacon,* which is the general organ of work for the blind in Britain, and its more special-

ized colleague, the bi-monthly *Teacher of the Blind,* are always at your disposal and I am sure that every issue of both of them contains something which you would find it useful and interesting to know. I for my part have as one of my official duties the dissemination in Britain of similar news and views from this side, which I gather from regular reading of your professional journals. My present visit provides an excellent opportunity to draw us still closer together; you know we are always delighted to see any of you who can manage to travel to London. May none of us ever neglect any opportunity of joining forces in the great enterprise of work for the blind which is our common concern.

THE VALUE OF VOCATIONAL COUNSELING AGENCIES FOR THE ADULT BLIND AND SCHOOLS

DR. ROBERT H. THOMPSON, Superintendent

Missouri School for the Blind
St. Louis, Missouri

The purpose of the school is to help children in their efforts to prepare for satisfactory participation in the society of their time as effective adults. This was an easy task in the early days when the offerings of most of our schools were relatively few and the professional and vocational opportunities were comparatively simple. The adult was likely to live his entire life in the community of his childhood. It was almost foreordained that his employment would be in one of the few simple industries compatible with his community and its resources. Sons followed in their father's footsteps. Any kind of vocational counseling would probably have been poorly received as near-meddling.

Today, however, the simplest of our communities is touched by countless vocations and professions. Radio, television, news syndicates, movies and modern transportation introduce the individual to a never ending parade of modes of living and making a living. Schools have been consolidated. Larger teaching staffs and less selected student bodies have made possible, as well as mandatory, the widest possible recognition of individual differences and needs. The curriculum has embraced numerous new subjects foreign to the three R's. Yet the magnitude and versatility of our modern mass education have confused the public, parents, and the pupils. Even teachers become confused and superintendents forget why and under what pressures they decided to add "another course". The great majority of educational activity has tended to cluster about the *ordinary* child. Those who find themselves at varying distances from the ordinary pattern of traits seem in need of outside assistance and direction. The intensity of this need is in proportion to the deviations of the individual from the ordinary. The very individual for whom most of this confusion of courses was concocted now needs a road map if he is to find his way through the many "electives" that lie between him and his true destination. The baby has almost been thrown out with the bathwater.

Counseling is the technique that has been devised to rediscover this important person, the individual who got lost in the crowd. The very nature of true counseling recognizes the democratic concept of individuals and their God-given differences. It has a personal and confidential quality. Vocational counseling can and must be broad enough to fill or compensate for all the other counseling voids that existed at the time it became operative. Such is the complicated and patchwork process that must be organized by those charged with the responsibility for counseling service. It is a service that somewhat comes between school and employment, yet it overlaps both. True vocational counseling must begin early enough to imply educational counseling. It involves a study of the individual's background and may involve family counseling. It must follow the individual into his chosen work to be sure it has been successful. It must reassure the employer.

Up to this point, the discussion of counseling has been general in nature and no effort has been made to indicate that it is a service peculiar to the needs of those who are blind. In fact, such an effort would be unsuccessful. However, blindness is one of those individual

differences that intensifies the need for counseling.

As a superintendent for the past 13 years of a residential school for the blind, I feel that I am in a position to make some observations. In the comparatively short time I have been in this work, I recall the days when there was no comprehensive statewide specialized vocational counseling and employment service for those in our state who were blind. During the second World War and before we had a state service, the Missouri School for the Blind was fortunate enough to have a hand arts teacher whose true devotion to the employment problems then facing our graduates led him to spend long hours after school and on Saturdays studying the help wanted ads, calling on prospective employers, visiting our graduates and using them as guinea pigs in our school shop. He coached them in various job techniques in a crude pioneering way, but surely helped increasing numbers of them to get jobs and solve problems that had to be solved if they kept those jobs. He worked to develop jigs and safety devices, mechanical and mental. This was a labor of love. He was already underpaid and overworked as a teacher. He had no time for records and tests though he felt the need for them. Greener pastures were the deserved reward of my good Samaritan.

The American Red Cross took over, in part, the void created by the departure of our shop teacher. They leaned in the direction of testing and subsequent counseling between school and seniors, developing likely vocational plans. Finally, our state vocational rehabilitation administration decided to include those who were blind for services other groups had been receiving for years. This responsibility was put in the capable hands of Mrs. Lee Johnston, Chief of our Bureau for the Blind, and an all encompassing program was initiated.

In the preparation of this paper, consideration was given to the circulation of "another questionnaire". Subsequent pondering led to the conclusion that one contribution that could be made was to reduce the number of questionnaires by one and use an excellent perusal of the subject that had already been queried, concluded and published. This was "Vocational Counseling of Blind Students" a study sponsored by the Committee on Relationships Between Rehabilitation Agencies and Schools for the Blind of the States Vocational Rehabilitation Council with Mr. H. A. Wood as Chairman. It is published as Vocational Series No. 3 by the American Foundation for the Blind in January of 1955, priced at 30¢ per copy. (You will notice I have done part of my duty as an A.F.B. board member by getting in this A.F.B. commercial.) A glance through the program indicates that no previous speaker will have a chance to use this material and it appears not to get the coverage later in the program which it might deserve, so I am taking the liberty of using parts of it as it applies to my topic. The report covers 26 schools and compares 1948 and 1953. Though it deals with schools, the same generalizations might be made of adults, the only differences being the intensity of need and the type of approach.

Though these items are not all itemized listings of values they have value implications.

The Status of those who left twenty-six schools for the blind in 1948 compared with the Status of those who left in 1953:—

in 1948	*in 1953*
1. 209 pupils left	1. 273 pupils left
2. 1600 interview hours spent	2. 3500 interview hours spent
3. Counseling confined largely to seniors	3. Twice as many seniors were counseled as undergraduates
	4. 31% more counselees handled
	5. 83% more cases on which there was no information
6. 55% employed	6. 26% employed
7. 8% unemployed	7. 13% unemployed
8. 4.7% in college	8. 22% in college
9. 13% of girls were marrying	9. 2% of girls marrying
10. 1% in training for vocation	10. 15% in training for vocation

We could quote figures indicating that counseling agencies are doing a good job. We could isolate figures to imply that they are not. The same could be said of the school services.

The study indicates the following criticisms by schools of counseling services in the order of frequency mentioned by the 26 schools:

1. Counseling is inadequate in quantity. Too few counselors. Not enough time with students and staff.
2. Counseling should begin in the freshman rather than the senior year.
3. There is not enough stress on placement. College graduates are not being placed.
4. Counselors do not set sufficiently high goals for students.
5. Eligibility requirements are too high. "Feasibility" should be redefined. There is uncertainty about state sponsorship of certain vocational choices.
6. Counselors should have more professional training.
7. Pupils terminated before graduation need more counseling.
8. It would be better for the school to have its own counselor.
9. The reports submitted by the state agency on its work with students are inadequate.
10. Need a better follow-up program.
11. Too much stress on academic achievement. Not enough on aptitude in selecting students for college.
12. The schools should provide more adequate vocational preparation through an occupations course.

The agencies say of the school—

1. There is not enough emphasis in school on the students' real living problems such as travel training, correction of mannerisms, bad posture and bad eating habits, participation in normal activities of their own age, interaction with sighted youngsters in common classes. The students are regimented and segregated. Volunteers should be oriented to reduce their "coddling" of students.
2. The school should have a guidance counselor. It should have a better testing program.
3. There should be more counselors to work more closely with students while they are in school.
4. Counseling should begin earlier.
5. School records are incomplete and not current. Test records should be kept up to date.
6. The school staff gives students unrealistic ideas of occupations in which they can succeed. The importance of ordinary jobs should be impressed upon them.
7. The school should provide more exploratory vocational experiences.
8. Students are expelled unnecessarily because of the school's lack of understanding of psychological problems.
9. Housemothers are inadequate.
10. There is inadequate attention during the important early years.
11. Adequate counseling would reduce the number of early drop outs.

These constructive criticisms are indicative of values. There may be states where destructive criticism is impairing the effectiveness of the counseling program, but it is my belief that the balance sheet is heavily in favor of the worth of counseling in most states. When the criticisms above listed are cross checked, there are a number of points of agreement between the agencies and schools as to needs. Counseling, just as school techniques, is far from perfect. Yet the employment outlook, employment success and employment earnings of those who are blind give evidence of the improved outlook since the advent of counseling. This is certainly true in Missouri where a most cordial relationship exists between the agency and school. Our agency has had experience in counseling blind students successfully to engage in more than 120 types of vocational and professional employment. All of us realize our service has not reached perfection. Each of us knows that we can improve our service with more money. We will continue to try to make and take criticisms constructively. In the interest of our reason for existing, we must.

We like counseling by the agency because it is taken more seriously by the pupils. The contact is fresh. We believe it is better to have one strong specialized testing service than two mediocre services which might contra-counsel and confuse the clients. Our state school funds have been inadequate to

maintain a reliable testing service. We like to have agency counseling service as long as possible before termination of the pupil in order to develop an acquaintance and relationship of confidence between pupils and the agency counselors. This early relationship eases the transition from our school to the agency at the time of termination. The agency gets to know the students better before it operates with them alone.

Though schools are often criticized for their failures with certain children it must be remembered that many pupil characteristics which are detrimental do not respond to education. By the same token, only a part of the counselees's behavior is amenable to counseling. If the unmodified behavior prevents satisfactory rehabilitation, the state agency is not to blame.

Specifically listed as I see them, some of the values of agency counseling can be:

1. An individualized service.
2. A democratic service where the counselor merely helps the individual arrive at his own decisions.
3. Assistance to the school in setting up a realistic vocations course, planning field trips of a vocational nature and preparing in advance those who will guide and conduct the tours to do so in a manner that will have the greatest meaning for those who are blind.
4. Giving the individual a clearer idea of who he is through a realistic personal inventory.
5. A better chance to learn what he actually seeks in life.
6. To see more clearly the obstacles confronting him.
7. To feel that the field in which he has chosen to act was chosen because of actual resources, giving a sense of security and confidence concomitantly with improved mental and physical health values.
8. Not only the gaining of a better insight into himself but also his environment and his self-control.
9. The actual mobilization and utilization of his own resources and true potential.
10. An improved financial outlook.
11. An avoidance of much loss and unhappiness due to the selection of a wrong occupation.
12. An increased economic advantage to the employer.
13. A reduction in occupation turnover.
14. The reduction of misfits and its ultimate advantage to society.

I must conclude this by saying that young men and women who are blind in our state feel they have trusted friends to call on when they need the services of our state agency.

The school feels that this is a specialized service which can be more effective when rendered by an agency other than the school, but in the closest confident and cooperative relationship to it.

Of course, all of us know the millennium has not arrived.

FAITH IN THE FUTURE

DR. NEAL F. QUIMBY, Superintendent

New Mexico School for the Visually Handicapped
Alamogordo, New Mexico

A great philosopher once said that the purpose of man is all important. So in our schools for the visually handicapped, we must have a ruling principle for the conduct of life and education. This principle should be plastic and experimental, never rigid or dogmatic.

A teacher needs a creative philosophy of life in order to develop a perspective by which he can evaluate his accomplishments or failures. A creative philosophy aids him in seeing beyond the temptation of pragmatic materialism so that he can cultivate an attitude of simplicity.

We need long-range goals in our schools. This calls for a long range program set up on a cooperative basis by the administration and the staff. Success or failure depends on whether or not the basis of organization is in terms of the job we actually have to do.

As the social setting in which the school flourishes changes measurably, the organizational structure must have the inherent qual-

ity to make modifications to meet the new conditions. Thus, when we organize our schools, we must be sure that this characteristic of adaptability plays an important part in the set-up. This is an obligation we must not fail to meet.

The complicated social structure of today creates demands upon our schools which were unknown fifty, yes, even thirty years ago. Leaders in our field have recognized these changes. But only rather recently have these unmet needs become common knowledge. However, even with the recognition of the problems involved, the persistence of misdirected loyalty patterns and inertia have, in some cases increased the lag between present practice and the best we know.

The goal of the educational program is the development of the whole individual, integrated within himself and with his environment: in non "Education Course" language, the development in each student of a wholesome well-balanced personality. Education may be defined as learning to live together with the whole of life.

Education must give the greatest possible chance to each handicapped person to use all the talents he has within him that he may find truth in experience and follow that truth. Such a philosophy demands that radically democratic methods of reaching decisions be used to develop freer people, who have ideas of their own and the courage to follow them.

An objective and scientific approach to this problem will give us the strongest weapon we have against the forces of intolerance, dogmatism, and social rigidity.

This approach can be successful only as a result of cooperative effort as officials, teachers, houseparents, parents and children work together for a common goal. A superintendent must know the strengths and weaknesses of his pupils. He must set his course along the lines that experience and study indicate.

Any factor in a child's environment that can be useful in helping him solve a problem or extend his understanding of the world he lives in becomes, for him, a resource for learning. The teacher brings the child and resources together. Thus the teacher must recognize such resources and develop ways of helping the child use them, intelligently.

In progressive schools for the blind attention is focused on giving each child opportunity to realize his greatest desirable growth as an individual and as a member of society.

The houseparents who come in contact with a child constitute a most important resource because they are, in a very real sense, also his teachers. They influence to a great extent the way he feels about things and his pattern of behavior. Much of what he learns is largely determined by what the people closest to him believe to be important and the extent to which they make possible opportunities for his growth.

A child's natural environment holds many learning opportunities. It presents challenges for his natural curiosity and his desire to explore.

In this age children live in close contact with technological and industrial resources. Blind children need such contacts in order that they may increase in their understanding of how machines and devices of various kinds function.

Social, political and economic institutions in the community in which the school is located offer excellent resources for the blind child's social learning. By means of well planned contacts with these institutions and agencies, he can increase his understanding of their purposes and services. Gradually he will learn to identify himself with his community and to assume his responsibilities as a citizen.

Children's needs and problems should determine the resources to be used. Each resource should be utilized at a time when it can contribute most meaningfully to the learning of the children. The children's maturity and experiential background must be considered. Good teachers must be alert to choose wisely those resources which will be of most value to visually handicapped children.

Every day our schools go about the business of extending children's experiences, of creating new learning situations, of providing the best available materials, in braille and large type books, films, slides, tools, art supplies, musical instruments, and equipment for experimentation. One of the greatest changes which has taken place in our schools is the variety of instructional materials now provided.

One place where many of our schools fall

down on the job is in the lack of an effective program for the intellectually gifted. The changing world scene is making our present education of the intellectually gifted practically unfeasible.

Our factual education has fitted him for making a living but not for living. In his mind, money equals life, success, happiness. He has never learned to integrate every experience into a rich inner life.

It is essential that the superior blind really understand the American scene as a whole and realize the implications to himself, and other handicapped, of this changing scene. He must develop a cultural depth which will endure.

Teachers must be convinced that they must challenge the talented to the utmost. The desire for a rich inner life can only be aroused by one who has himself lived meaningfully.

The increasing trend toward Automation in American industry is a problem which must be faced by all our schools. This so-called Automation, the new technology of automatic factory assembly, may bring about serious inroads on the number and varieties of job opportunities for the blind. Automation is not going to be stopped. This presages a new industrial revolution so far reaching as to stagger the imagination. We must be alert and ever mindful of this new factor in our society as it will be a real test of modern society as to whether or not the readjustments can be made without all the suffering and hardships of the first industrial revolution.

We must develop a program of job retraining and upgrading which will make it possible for our blind graduates to find new places in the industrial world. I believe this problem to be extremely serious and one to which we must give considerable thought and follow up with action which will react to the benefit of the blind. The advice and assistance of the Adult Agencies will be most helpful to us in formulating a program of action.

Fortunately there is ample evidence of a trend toward wholehearted cooperation and a desire on the part of school men and vocational counselors to learn wherein the graduates fail or succeed, and how programs and procedures can be modified to secure better results.

From the standpoint of the schools, the problems facing us in this age of changing mores, confusion and turmoil are so vital that our minds must more than ever be open to new ideas. Only through freely expressed ideas can our work progress. Let us question our educational and placement policies; let us be critical; but let us be entirely objective in our criticism.

Occasionally we are told that we do not teach the visually handicapped to face reality, that we nurture the children in a hot house atmosphere entirely foreign to the realities of life. I do not believe this to be typical of most of our schools today. Nevertheless, it seems to be almost universally true that graduates of schools, residential or public, whether visually handicapped or not, have to go through a considerable and varying period of adjustment before becoming thoroughly oriented to the world of work.

Yes, I state again for reemphasis, part of our program must be to work out the best possible plan for each pupil to help him develop the attitudes and work habits which will enable him to make as easy an adjustment as possible.

Admittedly this task is not easy. The news stories revealing the mad house that is Washington, thirty-six dollar a day plumbers and fifteen dollar a day school teachers add up to such an unreal reality that I sometimes wonder what we mean by the "realities of life."

Struggling out of the throes of the handicap of blindness can develop invaluable strength. Having conquered that, we learn that we are stronger than adversity. If our pupils do not give way to despair the handicap can be a spur, and iron can develop in the soul. I do not approve of making the educative process all fun, of keeping children protected and helpless within the walls of a blind community. It is shamefully wrong to give them years of that softening protection. If the life of a blind person is to be at all rich or full, he must have learned to be a fighter, capable of conquering himself and then his world. A man must compel the world to give him what he wants. Refusing to be licked, he will create undreamed of opportunities for himself. This is of greater importance than the panaceas spewed forth by

some of the master minds of our social order. The blind have all the innate character of seeing people: we must educate them to develop it.

The schools can provide adequate guidance programs. They can provide good prevocational courses with supervised work experience. Much of this training will be wasted unless the adult agencies assist in setting up and then in following through with each student's program. The adult agencies have the skill and experience to know the employment opportunities, the skills demanded, and the potential of each student. We surely want our students to have the benefit of such practical information and help.

Beginning not later than the freshman year, the school and the adult agency should set up an intelligent program for each student. Frequent follow up conferences should be held.

Selected students in the last two or three years prior to graduation may be given an opportunity of engaging in an apprenticeship type of training, either in a local training center for the blind, or, where feasible, in outside commercial establishments. This program can often be coordinated with the rest of the school program without excessive interference. All through the high school years, emphasis should be placed on summer time employment.

The industrial training activities of the school should parallel closely that of the vocational fields to be entered. Machine operations and hand performance work should be conducted with a thorough knowledge of time and motion studies as well as the latest technical knowledge of production methods. Emphasis should be placed on the development of a productive individual, rather than the production of products.

Instruction should be offered in business management, either in manufacturing or distributing, for those students who may some day engage in a business enterprise. Such students will do better in their particular employment situation within an organization if they have a working knowledge of business practice.

Most schools for the blind should employ a teacher whose duties would include a survey of each pupil's home community for the purpose of helping guide every pupil into a practical program of training. Pertinent facts concerning the home situation should be made available to the staff to provide a more thorough knowledge of each pupil's background and potentialities. This teacher should work in close cooperation with the vocational counselors of the rehabilitation service.

I shall not take the time to deal with the excellent work which is being done in many schools in the fields of music, art, orientation and physical education and in socialization.

In closing, the years ahead must be years of increased emphasis on long range planning to achieve for all blind children an education adequate to the needs of our day. Administrators must take the lead in clarifying the issues so that our schools may choose wisely. Among other things, this means to promote understanding of what is involved in giving a good education to all our children, while at the same time keeping a clear road for the full development of the talented blind. The best possible for all visually handicapped students must be our goal.

BETTER COMMUNITY PLANNING FOR THE PRE-SCHOOL BLIND CHILD

MARIAN HELD, Director

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1. *Past History*

Briefly to review the beginnings of Nursery School education for blind children at the Lighthouse, we start with the year 1905, when The New York Association for the Blind came into being and when in our over-all services for blind people of every age, color and creed, we encountered the unsolved problem of adequate care for the very young blind child. Then our only sources of information and help were the State Residential Schools, such as the New York Institute for the Education of the Blind, and the Perkins Institute. Our Founder, Winifred Holt

Mather, was especially indebted to that splendid leader, Dr. Edward E. Allen, Superintendent of Perkins, who became her lifelong friend and adviser. Infant blindness was gradually being eliminated due to the advance of medical science and through the efforts of prevention-of-blindness programs. The schools and institutions certainly could not have anticipated the sudden influx of blind babies within the past ten years which has caused the greatest concern not only in medical circles but to all those in the field of the education and care of the blind.

Fortunately, in 1928 through the foresight of a devoted friend of the blind, the late Daisy F. Rogers, the Lighthouse started kindergarten classes, and later opened a small Nursery School at its headquarters, perhaps the first of its kind, which attracted the attention of agencies and schools all over the world. It was an original and progressive idea for the training of young blind children. However, our registration was low, for many years not exceeding 15 children. This school, one of our 29 services for the blind within the Department of Direct Services, was the center of much pioneer thinking and development, so that with the greater number of blind children coming to our attention within the past ten years, we were in a better position to plan intelligently for these infants, and the twos and threes and fours whose parents were so desperately in need of guidance and help.

2. *Present Program*

Within the past seven years we increased the scope of our program in many areas—considerably enlarging and modernizing our Nursery School facilities; started summer sessions for children and mothers; built a summer vacation cottage for children needing a month's vitalizing country experience; held numerous parent-teacher meetings and stimulated and arranged for larger conferences of welfare and health workers. We also established a more intensive home counselling service with experienced and better qualified social workers to deal with the innumerable problems with which they are confronted in their home visiting. At this writing 264 children are registered in our pre-school program. For the past year an average of 6 new cases were reported monthly—the majority blind from retrolental fibroplasia. We are greatly heartened by the evidence that the recently discovered means of combatting this tragedy are being applied, as the latest statistics of the New York State Commission for the Blind reveal. Instead of 142 children born in 1953, in New York State, reported as retrolental fibroplasia cases, only 18 children born in 1954 have been reported as of March 10, 1955.

The development of our Psychological Guidance Service has been of inestimable value to our teachers and counselors in planning for and working with both children and parents.

The title of this paper infers that I will discuss improved and more integrated planning for the future; but in reviewing the past, let us not forget the constant and continuous concern and interest of all the agencies associated with us in the pioneer years—clinics, hospitals, educational institutions. However, until this new and more publicized group of youngsters came into the world there was little awareness on the part of the public to recognize the need and accept the blind child in his own community.

We learn from history that new movements are born of wars, disasters and great crises. Surely the advent of Retrolental Fibroplasia, a disaster to over 6000 young children in the United States, has created a crisis in planning for the adequate education of blind youth in this country. These children, coming from all walks of life, have compelled the public and private agencies and schools to re-evaluate their programs. Are we moving forward rapidly enough to insure blind children every advantage? Can we refuse distraught parents the aid of our nursery schools with the frustrating answer, "Sorry, overcrowded, wait until next year"? True, our counselling services and parent meetings help considerably. True, in some exceptional cases, the well-adjusted child is ready for a sighted class; but for the average and slower youngsters—and they are in the majority—we should and must make the necessary provisions for the right start in life by giving day care training in a suitable school when the child is ready. As the needs and abilities of all blind children vary greatly, it is important that different facilities be available. The so-called "special" Nursery School, such as originally started by the Lighthouse is costly (1

teacher for every 5 children) but insures individual attention by experienced and well trained staff. Many of the children have some useful sight although in the "blind" classification so that the totally blind are not "segregated" in the full sense of the term—and there are almost daily contacts with the outside in neighborhood outings to shops, the zoo, the parks, etc. Almost a year ago we established our second School in ideal quarters, generously offered the Lighthouse by Temple Isaiah, Forest Hills, Long Island. Here again, a similar school to our 59th Street facility, provides children from Queens County a place for nursery school training.

3. *Emphasis on a Semi-Integrated Program*

In the late Fall, 1954, the Board of Education of New York City, responded to our earnest quest for additional space with a generous offer of a room in a public school building. We opened our Bellerose Nursery School in Public School #133 Queens with 4 children (soon there were 8 children in attendance and when the new term opens there will be 10 children). Here we have a pilot project which is recognized by the Board of Education and the Lighthouse as a guide for future planning. Actually, we are developing a "semi-integrated" program with all the advantages of our previously established schools, but with the important additional advantages of a location within the structure of the New York City Public School System.

The educational program is entirely under the auspices of the Lighthouse—equipment, psychological testing, medical care, social work, transportation, lunches, are all our responsibility. The benefits are daily becoming more apparent, especially to our own teaching staff who consider that the Lighthouse School has become an integral part of Public School #133. May I at this point say that without the encouragement, wisdom and very practical assistance of Dr. Frank J. O'Brien, Associate Superintendent of Schools, and Mr. Isidore J. Glickman, Principal Public School #133, this project could not have come to pass.

It is a challenging experience for the Lighthouse Staff to be within a school for the sighted, and the proximity of the classes, teachers and principal's office, gives us the feeling that we are very much a part of this "sighted" community. The members of the Nursery School staff have been invited to attend all faculty conferences and kindergarten grade meetings, and further measures to improve still further the liaison between the Lighthouse teachers and the rest of the faculty will be undertaken. Since it is planned that our children will visit and play occasionally with the kindergarten children the Public School teachers need an opportunity to become acquainted with the philosophy of educating blind children. Toilet facilities and outdoor playground space are shared to some extent. The Public School Parent Association, the local shops, neighbors, are becoming acquainted with our program from reports of the sighted children and try to be helpful. The National Council of Jewish Women have organized a Motor Corps to assist in transportation. The special luncheons provided our children are prepared by the school cook, her time being re-scheduled for this purpose. However, artificial attempts at integration should be avoided. The Nursery School class should not be brought into the school affairs of older children except on occasions when it is normal for kindergarten children to be invited to do so. They should have the experiences of kindergarten children in their school associations as they become ready to do so individually or as a group. The further development of this so-called semi-integrated program will depend upon the cooperation, understanding and confidence of the school faculty. This would appear to be a more normal situation for the average blind child, because here the child benefits from the individual attention he needs in his special group, but there is also some opportunity for meeting and playing with sighted children. Our blind children soon learn they live in a sighted world, and as much as possible they should learn to function in it. But we recognize that for most blind children of this early age, competitive pressures inherent in a fully integrated program might cause difficulty. At Public School #133, the child is prepared to participate in a sighted group in a slower but more reassuring way, with the special help he requires.

4. *More Cooperative Planning*

This seems to be the beginning of a more realistic approach to Nursery School training

for blind children in their own community Costly for the agency, yes. Our current budget for the Bellerose School is $10,045. and does not include over-all administration costs. But the young blind child now, along with others severely handicapped, the deaf child, the cerebral palsy child, the retarded child, has awakened the active interest of the community-minded public. Formerly the incidence of blindness in infancy was rare. This sudden, tragic increase has forced us all—parents, social workers and educators—to open our minds and resources to better plans for the future, and to do it together. A Pre-school Committee of the Greater New York Council of Agencies for the Blind has arranged to meet from time to time with the Directors of the Bureau for Education of Visually Handicapped, New York City Board of Education.

The Lighthouse this summer, for the first time, is opening a day camp in cooperation with the Queens Child Service League (for sighted children)—a direct result of this first cooperative venture. How important to the child that he feels he is growing up together with his sighted brothers and sisters, that he belongs to his community and is not just a visitor at holiday time!

Just as the Lighthouse gave impetus to the acceptance of blind children in public school classes in New York City, so the Bellerose Public School project may well be the spearhead for other Nursery School classes for blind children in our public schools.

We take great pride in a letter filed in the Lighthouse archives from the City Superintendent of Schools, William H. Maxwell, dated June 2, 1914 which states: "It was largely owing to her (Winifred Holt Mather, the Lighthouse Founder) advocacy that teaching blind children was commenced in the public schools of the City of New York."

Classes for elementary-aged visually handicapped children must necessarily be augmented for this new generation, as parents who may not be willing to have their children leave home for a residential school will demand and expect a more comprehensive and broader program than may now be offered. Many residential schools are also beginning to recognize the value of integration. With an enlightened community approach, sighted children, who have learned to accept the blind in their schools, will be more understanding of the problems of blindness in their adult life.

PROCUREMENT OF READING MATERIALS

DONALD G. PATTERSON, Chief

Division for the Blind, Library of Congress
Washington, D. C.

It is a real pleasure to be with you today and to have a part in this program to discuss the relationship between library services and home teaching services and their potential coordination. I deem it a privilege to have the opportunity to speak to you about the program of procuring reading materials for the blind, and perhaps suggest ways to relate library services for the blind to home teaching for the blind. I have felt for sometime that these two activities were basically of such a nature as to lend themselves to implementation which would be mutually beneficial, and that a need existed possibly for some efforts looking toward a coordination of these respective activities. In view of the strategic position which home teachers occupy because of their immediate contact with the blind in their homes, I am convinced that an exchange of information and views between librarians, library agencies, and home teachers can provide the basis for an improved liaison and a mutual improvement of services.

I have recently had the opportunity to speak to two groups on the subject of "facilitation of library use by home teachers," one at the Western Conference of Home Teachers in Little Rock, Arkansas in April. This third opportunity to participate with librarians for the blind, administrative heads of publishing houses for the blind, and other persons vitally interested in work with the blind indicates to me that from these series of meetings the essential information will become available to point the way to an informed

and intelligent approach to systematic coordination of efforts in these related services. At the previous meetings I offered two suggestions which may serve to relate library and home teaching services, and I would like to repeat them here.

1. That the home teachers serve as a liaison between the state machine distributing agency and the users of the talking book machines, achieving a knowledge of the technical features of the machine, its capacities, and proper usage and transmitting this information to the blind in the course of your instruction.

2. That the home teachers serve as a liaison between the regional libraries and their patrons, familiarizing yourselves with the general character of the collections in both Braille and talking books, directing special attention to special categories of reading material which may be used in connection with your teaching, and providing guidance and assistance to the blind in their selection of reading materials and the submission of requests to the libraries.

The main purpose of my talk today is to acquaint this audience with the procedures of the procurement of reading material by the Library of Congress for distribution to the blind through the regional libraries. To many of you, this will be a thrice-told tale, but there may be those of you among the home teachers who are unfamiliar with this phase of our program.

The policy of book selection for the program of providing reading materials for the blind is governed by the overall consideration that the interests of blind readers and their reading tastes are substantially the same as those of sighted readers. Indeed, blind readers will deny vigorously that their tastes differ in any genuine particular; and this is necessarily true since many blind readers have been, at one time or another, sighted readers. Except for age (since a preponderance of the blind are over fifty) blind readers represent a cross section of the sighted clientele of small public libraries serving a wide range of reader interests.

Our primary objective is to provide a balanced collection that will satisfy a wide diversity of reader taste. Efforts are made to respond to the wishes of a preponderance of the readers who seem to prefer fiction or other popularly presented works, and at the same time to insure the representation of more serious and informative works.

An underlying principle governing book selection is acceptance of the evidence that the blind readers are in the best position to know their own readers' interests. Experience has demonstrated a wide diversity of tastes in this respect, as with sighted readers, but to accomplish as complete a responsiveness to their wishes as can be achieved, certain procedures are employed. These are, reader preference surveys, the encouragement and consideration given to specific and general requests made by blind readers through correspondence, and similar requests from librarians for the blind who are in direct and constant contact with their readers and are consequently in a favorable position to solicit, analyze and transmit their expressions of interest.

The first step in the process of book selection is the compilation of a preliminary list of titles from best-seller lists, book reviews, and recommendations by readers and librarians. These annotated lists are submitted to an Advisory Group of 50 persons including librarians, literary critics, and blind readers living in all parts of the United States. Lists are sent to the Advisory Group 4 times a year to obtain its recommendations as to which of the titles should be recorded as talking books, or published in Braille, or not to be selected for either medium. Because of the relatively high cost of reproduction, it is necessary to limit the selection of books to be reproduced in multiple copies to those which presumably will meet the widest reader preference. Lists of books for which a serious interest, though limited demand, has been demonstrated are prepared each month, and distributed to volunteer organizations and individuals who will provide the books in single Braille copies by hand-transcription.

To insure an adequate reservoir of transcribers the Library offers a correspondence course of instruction for sighted applicants together with a course in proofreading which is available to sightless applicants. During the last year 183 transcribers and 2 proofreaders were certified by the Library as having demonstrated required competency in these activities.

Reading materials for the blind are pur-

chased by the Library from non-profit making institutions or agencies whose activities are concerned primarily with the blind. Books in Braille are procured from the American Printing House for the Blind in Louisville, Kentucky; the Clovernook Printing House for the Blind, Cincinnati, Ohio; the Howe Press in Watertown, Mass.; and the Braille Institute of America in Los Angeles. The Braille Institute of America also supplies books in Moon type. Talking books are produced by the recording studios of the American Printing House for the Blind and the American Foundation for the Blind in New York and are also purchased occasionally from the Royal National Institute for the Blind in London.

The procedures for awarding of appropriated funds for either medium involve the securing of estimates from the printing houses or studios and the issue of purchase orders which take care of the preparation and processing of the books or records and their distribution to the regional libraries which then assume responsibility for their custody and service.

In like manner the Library is responsible for the manufacture and distribution of the Talking Book machines, the reproducers which play the records. This is accomplished by the preparation of specifications for appropriate manufacture (with the assistance of technical advice, currently provided by the American Foundation for the Blind under a contract), the issue of invitations for competitive bidding and such awards of contracts as seem indicated as a consequence of the invitations plus negotiated contracts which in addition may be entered into.

The maintenance in satisfactory working condition of the reproducers is accomplished in the main by federal repair centers with whom the Library has contracted plus a certain amount of work being performed by local technicians.

The machines are distributed by the manufacturers to 55 state agencies in response so nearly as can be accomplished to anticipated needs in different areas. These Agencies then distribute the machines to the individual blind and are responsible for arrangements for needed repair.

Since a number of these topics will be the subject of other papers I have limited myself to the barest reference to them. This concludes the presentation of the procurement aspect of the program. It is my pleasure next to introduce Mr. J. Robert Atkinson, Managing Director of the Braille Institute of America, who will speak to you about the Publishing of Reading Materials.

PUBLISHING OF LITERATURE FOR THE BLIND AND LIBRARY SERVICE

*** J. ROBERT ATKINSON, Founder, Vice-President, Managing Director**

Braille Institute of America, Inc.
Los Angeles, California

To open this paper with the traditional proverb that "necessity is the mother of invention" seems trite, indeed, but this is exactly what gave rise to the designing of the Braille system, more than 125 years ago, which ever since, has contributed increasingly to library service for the blind throughout the English-reading world.

Indeed, long before Louis Braille was born, when Johannes Gutenberg invented movable type, back in the 15th century, without realizing it, perhaps, he started a movement which ultimately encircled the globe with literature published in every language that had an alphabet. Likewise, the invention of Braille, nearly 400 years later, became the harbinger for the publication of literature for the blind in every tongue, making it possible for the blind to see out of obscurity and darkness, and to enjoy the best in literary works, both secular and religious.

Teaching the sightless to read raised print —Braille or Moon types, or to enjoy literature reproduced on long playing phonograph records, styled Talking Books, is primarly a library service. Definitely, it was recognized as such years ago in California. Long before

* Visually handicapped.

home teaching of the blind, as it has developed in this nation—certainly before anyone ever thought of such in California, Miss Kate M. Foley, pioneered in that field. As one deprived of physical sight in early youth, educated and trained to read all of the five systems of raised print then commonly used, Miss Foley was an expert and instinctively a teacher. Realizing the need for such instruction in Los Angeles, where she resided, Miss Foley voluntarily offered her services.

In the beginning, she invited those blinded in adulthood to her home where the instruction was given freely. It was there that I first met Miss Foley, years ago, within six months after losing my sight, 43 years ago.

Gradually, Miss Foley began to visit the blind who were not able to visit her, chiefly because of transportation barriers. About that time, the California State Library at Sacramento, which already had a few books in raised print for circulation, learned of Miss Foley and her voluntary services. On the theory that teaching the adult blind to read raised print was another means of increasing the circulation of literature, provided for in the budget appropriated to the library from state funds, Miss Foley was employed as home teacher under the auspices of the State Library.

Thus, home teaching in California became a library service. Not long thereafter, the State Legislature increased the library budget to maintain and expand home teaching as a library service.

Indeed, library service to the blind and home teaching of the blind, as they have been developed in our nation, are so closely coordinated that the one is virtually tantamount to, or contingent upon the other, to the extent that they cannot be divorced.

By experience, as one who mastered 4 of the 5 systems of raised print previously used, I can attest fully to the advantages of literature published in raised print for the blind, and of the free library service naturally resulting therefrom.

Through this publishing activity and library service, the blind of the nation now have an abundance of literature of all kinds available to them. The sightless citizens of this nation can now keep themselves well informed—well abreast of the times in this rapidly changing world. Thus informed and equipped, they can, if they wish, become useful citizens of their respective communities. They can equip themselves successfully as competitive members of society in the trades, professions and commerce.

Today, many of the blind are engaged as ministers, doctors, lawyers, and in some instances, statesmen, journalists, insurance brokers, etc. There are many more who are fitting themselves to compete as such, by availing themselves of the abundance of literature on these subjects put in Braille, and the free library service offered to them.

Often, I tell my fellow blind and the public at large, that through the publication of the full gamut of literature in Braille by the federal government, and by various institutions, both private and public, and through the wonderful free library service which our government has made available, we, the physically blind, can enjoy the printed word much easier than our friends with sight. They have to go to their libraries to get the books they want. All we have to do is to telephone or write our respective library, requesting the titles we want in raised print or on Talking Books, listed in catalogs furnished to us without charge. Then, we sit comfortable in our homes or offices and wait for Uncle Sam to deliver the books to our doors postage free. Think of what this means! Even the blind residing in the remotest regions, miles from any railroad, may enjoy this free library service, merely for the asking. Yes, truly, we, without physical sight, have very much to be grateful for. And those who have not yet availed themselves of the ability to read with the help of home teachers, or otherwise, and the free library service, have advantages awaiting them far beyond their potential appreciation. Where personal instruction is not possible, those who have the will to learn Braille can do so with the aid of relatives or friends, by using self-instruction Primers especially designed to meet such needs.

When in 1829, Louis Braille, himself without physical sight since early youth, as Professor in the School for the Young Blind, which graduated him, designed a six-dotted system by which the blind could write as well as read, he opened a new era for their culture and advancement, and the world-wide publication of literature in Braille. Thereby,

he initiated the movement for library service to the blind. In this renaissance, Louis Braille virtually became the emancipator of the blind of the whole world. So flexible are these tiny six dots, arranged in a group resembling the domino six, that they may be applied practically to any language which has an alphabet. All the various combinations possible by the use of these six dots form a system of 258 symbols, with literary values including the abbreviations created. Moreover, so elastic are these little six dots, that from them, adequate mathematical, musical and chemical codes are produced.

The same could be said for Dr. Wait, of New York, who in the year 1869, developed a system 2 dots high, no letter exceeding 3 dots in width, although contractions ran to 4. This system became known as New York Point, and for many years, it was more popular and widely used in America than Braille.

When in 1860, Dr. Simon Pollock, Superintendent of the Missouri School for the Blind, introduced Braille's system, he perhaps, without being aware of it, paved the way out of a dilemma that then existed in the field of literature for the blind. Up to that time, the situation was tantamount to chaos and confusion worse confounded, due in part to the many systems of raised print for the blind then in use—5 in number.

When in 1917-18, the American Association of Workers for the Blind and the American Association of Instructors of the Blind, after many years of research and conflicting opinions, officially revised Braille as the standard system to be used in America, they also opened a new era for the education and rehabilitation of the blind of all ages. This also made possible the publication of much literature which had previously been denied readers of raised print because it was not practical or consistent to reprint such literature in all of the five systems any more than it was to reprint standard or current literature in any one of them.

On the very threshhold of this progress, appeared a still greater need, the encompassing of which seemed almost insurmountable. Obviously, the standardization of Braille necessitated the reprinting of text books, many other standard works, and good books such as the Bible, which had hitherto been printed in one or all of the five systems. For the next ten years, therefore, there was a greater dearth of literature available to the blind than for several decades previously. The newly adult blind, taught only the Revised Braille system, had few books to read. There were no funds available with which to publish books for them.

Realizing this, both as a reader and publisher of literature for the blind with such funds as could be raised privately, I, as Founder and Managing Director of Braille Institute of America, Inc., at the national convention of the American Association of Workers for the Blind held in Lake Wawasee, Indiana, 1929, announced that the Braille Institute was introducing that Fall, through the late Congressman Joe Crail of California, a bill to provide a federal appropriation of $100,000 a year, for the publication of literature of all kinds in raised print, to be distributed free to readers in the nation, through the then existing libraries, conducting such service, not more than 16 in number.

Up to this time, the only federal appropriation for the blind was given to the American Printing House, Louisville, Kentucky, for the publication of text books for the blind of school age. This group then comprised scarcely 10% of the nation's blind, which meant that 90% were without any governmental aid in securing literature in raised print through free library service.

A hearing on the Crail Bill by the House Committee on Education was held on May 28, 1930, attended by a few of the nation's outstanding business and professional blind who were active Braille readers. Briefly, this hearing resulted in the proposed project being referred to the House Library Committee. As a result thereof, a substitute bill was introduced by Congresswoman Ruth Pratt of New York in the Lower House, and sponsored by Senator Reed Smoot of Utah, in the Upper Chamber. This bill became law in 1931, known as the Pratt-Smoot Act.

In the beginning, the Act provided for $100,000 a year. With the advent of literature on sound reproduction records, styled Talking Books, the appropriation was increased from time to time, until it now approximates $1,125,000 annually. Not more than $200,000 a year of this amount may be spent for books in raised print. The remainder is to be used for Talking Book records, and to furnish

play-back machines as loans to the blind, and their maintenance.

Almost simultaneously, interest in the literary advancement of the blind increased throughout the nation, which increased the number of public libraries rendering such service to 28, as at the present time. As is widely known among workers for the blind, all such literature is transported through the mail, postage free by special Act of Congress.

Therefore, it may be said, conservatively, that the literary welfare of the sightless in the United States exceeds that of any other nation in the world, if not all other nations combined. Through the thoughtful and discriminating judgment of the Library of Congress personnel, imposed with the responsibility of selecting the literature to be printed under this appropriation, today, sightless readers of the nation are enjoying the full gamut of literature, both fiction and nonfiction. Some of the best sellers, classified as books of the minute, are included in the list. Where only a few years ago, there was but one secular monthly magazine published in raised print, the Matilda Ziegler Magazine for the Blind, published both in Braille and New York Point, there are now several such periodicals including the Reader's Digest, and at least one weekly. These include The Braille Mirror, published by the Braille Institute of America, Inc. This magazine was launched in July, 1926. It is the only secular Braille monthly published in the United States whose postal entry permits the publication of advertisements. The Mirror is a current topic magazine made up chiefly of articles on science, invention, exploration, and editorials reprinted from leading magazines and metropolitan dailies, featuring the latest trend in the social, civil, political and economic life of the nation and world. Articles and editorials pertaining to progress in work for and by the blind are also featured. The regular subscription rate for The Mirror is $15.00 a year. This is the approximate nonprofit publishing cost—the rate charged to institutions, libraries and to sighted individuals making gift subscriptions. A special rate of $5.00 a year is offered to *readers* who may not be able to pay this regular rate. Free subscriptions are placed with *readers* who may be unable to pay even this special rate, to the extent funds available for the purpose make possible. A calendar in Braille, especially arranged for ready reference by Braille readers is always supplemented with the December issue.

Also, there are now a great number of religious periodicals available in raised print, issued by various religious organizations, Protestant, Catholic, Jewish.

Even the youthful blind are not neglected Their literary tastes differ not at all from that of boys and girls with normal eyesight. One day, a sightless lad of 10 or 12 came in to our library with his mother in search of books. When asked what kind of books he liked, the lad said, "I want something with shootin' in it." He was given a Zane Grey title, and told that when through with it, there were several more titles of like manner waiting for him.

For entertainment, the reproduction of literature on long playing phonograph records, is a practical help. But such a method can never never replace nor substitute for literature in Braille, in the education and rehabilitation of the blind of all ages. Indeed, to the average sightless business and professional man and woman, the Braille slates and styli, or Braille Writers, are as indispensable as notebooks and pencils and typewriters are to the sighted.

Of course, it will be obvious that the publication of literature in raised print for the blind would be futile without the capable, unselfish service of instructors, especially qualified to teach the reading and writing of Braille. These instructors of the newly blinded adults are known as "home teachers." By this term, it is meant that these teachers go into the homes of the blind, instructing them in the reading and writing of Braille, home economics and orientation, generally, as the rank and file of the blind needing such service cannot, because of the barrier of distance and transportation, attend classes in the schools and various institutions, private and public.

It is perhaps well that this is so, because the home teachers often find conditions in the homes which need attention, incidental to the comfort and well being of the member who is deprived of sight—conditions which likely would never be apparent otherwise. These conditions run from one extreme to another. Either the sightless person is pushed

into a corner, and to that extent robbed of his individuality, or else, pampered through undue pity and sympathy by loving members of the family—thus depriving the blind person of initiative and the development of self-help. Fortunately, this is the exception, rather than the rule. Throughout this nation, thousands and thousands of miles are traveled yearly by these home teachers, many of them sightless, using public transportation systems or their own cars.

Only he who has suffered the loss of physical sight, and consequently the loss of literature, can fully appreciate the work of the home teacher or the joy that comes to the pupil who acquires the art of reading through the sense of touch. Tracing his sensitive fingers along the dotted lines of a good book, or magazine, he is led into a light-filled world of ideas, the doors to which he had imagined were closed to him forever through the loss of physical sight. Likewise, only the beneficiaries of such literature can fully appreciate the library service which brings all this literature to their doors free.

A few years ago, millions in this nation were momentarily plunged into darkness in memory of the late Thomas A. Edison, that genius of light and science. Fortunately for the world, that darkness was only temporary, snapped in and snapped out *voluntarily*. But to thousands of our citizens, that incident brought no thrill; nor even passing change of environment; for at some time in their adult lives, their lights had been snapped out *involuntarily* and perhaps through no fault of their own, they were plunged into a world of terrifying darkness which could never be illuminated by the turn of an electric switch, nor are there any solar rays by day, or constellations by night to give them light in their dark world. To these thousands of courageous sightless citizens, the inventions of Edison can never mean so much as the ingenious work of their blind friend and benefactor, Louis Braille. The names Edison and Braille will ever go down in history. Both men were inventors of light. Physical darkness was dispelled by Edison; but to Louis Braille, a blind man, fell the more difficult task of dissipating mental darkness for his fellow blind. Because of his marvelous invention and the practical use our government and private agencies have made of the Braille system, Braille's name is already a household word in thousands of homes.

As a conclusion to this paper, it is believed that the viewpoint of one of our home teachers, Mrs. Mary Hilton (sightless), who in previous years was widely known in the home teaching field as Mrs. Mary Till, may be of interest to some. Mrs. Hilton says in part—"I feel that it is very advantageous to a home teacher to be affiliated with an institution that operates its own printing plant of literature, both in Braille and Moon types for the following reasons:

1. The teacher has at all times a complete and more than adequate stock of primers and teaching materials at her disposal.

2. Such a teacher has the added advantage of receiving advanced first-hand information on books and magazines that are being printed, as well as those that are in the offing. This enables the home teacher to draw on this material for specific needs immediately, by her present and prospective pupils.

3. She may influence the publication of teaching material, alphabet cards and simple reading texts which, in her opinion would be helpful to home teachers.

4. Also, she likely would be asked now and then by the Printing Dept. for an opinion as to practical changes in the printing of such literature, technically and otherwise, which may be helpful.

These are only a very few advantages which might be cited, Mrs. Hilton advised, as a result of a home teacher's employment by, and active affiliation with an institution equipped for the publishing of literature in Braille and Moon types.

To Mrs. Hilton's suggestions, perhaps my own, as follows, might be of some help as to the value of a Braille printing plant to home teachers.

1. Ease of procuring Braille Primers and the like, together with ability to confer with printing personnel, if necessary.

2. Availability of expert Braillists in the printing industry.

3. Availability of literature for practice reading from stock, which might not always be available to the field, generally.

4. Opportunity to influence improvements in quality of embossing, and for practical

formats for books and magazines found most consistent by personal contacts with Braille readers.

5. Dissemination of added resources available to students and the general reader, after having mastered Braille.

THE 100TH ANNIVERSARY OF HOME TEACHING AS RELATED TO THE REGIONAL LIBRARY SERVICE

NELSON COON, Librarian

Perkins Institution
Watertown, Massachusetts

Perhaps because of the rhythmical association of *Coon* and *Moon* I had hoped at this meeting of section H to avoid any mention of the latter word, and I hereby swear that there will be no Moon propaganda injected into this discussion; and yet when I began to gather material for my few words to you I found that I could not ignore, in a history of home teaching of the blind, the work of Dr. Moon, who invented his system solely in order to enable his older blind people to read the books that he thought would benefit them. The impetus given work among the adult blind in their homes resulted in the organization 100 years ago (in 1855) of the first Home Teaching Society in England by a Miss Graham. So valuable was this work that within 30 years 79 independent societies were in operation in the United Kingdom for helping and teaching the blind in their homes. We are here today to make recognition and take stock, therefore, of a *century of experimentation and growth* in the field of *home teaching.*

For the beginnings of the movement in America we are again indebted to a Moon, this time Robert C., the son of the founder of this movement. He came to the United States, and in Philadelphia in 1882 he founded the still existent and vigorous *Home Teaching Society,* which is now a part of the Regional Library System of that great city. About 15 years later in Boston the director of Perkins, Michael Anagnos, initiated work in that state basing his operations "with those adults who had applied to Perkins for assistance in learning to read." New York State also, at about this same time, secured legislation similar to that which was promulgated in Massachusetts, and other groups operated in Chicago and Hartford. By the first decade of the present century many other states had followed the pattern of operation, which was so largely set in Philadelphia, and working with laws provided in the manner of the Massachusetts regulations. Almost anywhere there was a 'TIE' with the local library for the blind, or the movement was made inside the library itself. Librarians, then as now, were in close touch with the vital need, above all else, for *food for the mind.*

Thus we see that in the early days the place of the librarians in the scheme of home teaching was a paramount one. Then it was a case of the library digging up the would-be reader for the teacher to train, whereas now it seems that the teacher is hunting out the reader for the library to serve. That the service thus rendered may be with recorded books instead of in Moon type or braille, doubtless is all to the good. Or that home teaching has come to mean an all-embracing form of "social service"—this sort of thing seems to be the trend of the time, but important for us to remember is the still vital role of the library in the *total picture.*

I wish that I had time within this talk to make mention of some of the workers who have fostered this movement of home teaching, some from the very heart of libraries. I am thinking of such persons as Miss Kate M. Foley of California, who accomplished much and inspired many. I could name a long list if there were time.

But—yesterday or today—the library is (or should be) the keystone of the bridge, which brings the teacher and the pupil together, and it is up to us to provide the kind of service which will do this with kindness and intelligence.

I can think of several ways in which the librarian can be such a keystone. I am certain that they are not new suggestions, and I am equally certain that some of them are

going to be amplified in the further papers this afternoon.

First is our consideration of ourselves as the hardware store where the tools of learning and enjoyment may be found. We can make sure that we have an ample supply of these tools for all demands.

These tools are:

Moon Type. If we are a Moon repository, we have a good stock of books, and probably a supply of learning kits as well. But even if we must direct the teacher or the reader to another library for service, we can all have a supply of instruction books, alphabets, and perhaps a dozen of the Short Simple Readers.

Braille. The supply of good press books we all have equally, and I hope we are all prepared to meet the demand for Primers and other instruction books and have at ready hand the information as to where supplies may be purchased.

Talking Books. Good service here is being assumed, and the idiosyncracies of machines will probably be discussed later today; but I suppose the main thing to remember is that in addition to the books we provide we should also give the kind of Reader Service that will insure the readers' feeling that they are neither more nor less in the world than they were before they lost their vision, and the increase of forms of senile blindness is going to provide an increasingly different viewpoint on blindness than has been usual in the past, and our treatment of the "difficult" reader is something we should consider paramount. It is true that with only 2,000 titles to draw on, the ingenuity of the Librarian is often taxed to the utmost to supply a book to fit the need, but the lot of the Home Teacher can be made much easier if advisory and reader service is of a high calibre.

It is right at this point, that the teacher herself comes into the picture, for the library must be kept informed as to the special problems of each individual reader. At Perkins many of our Home Teachers in the several states write detailed letters about the "problem child" of the moment, and these letters go into the file for reference when filling orders. I am quite sure that the other librarians here will recall the kind of readers who want no books containing "swear words" or who object to sex, or have some other pet peeve. Such people can't always be pleased, but we can *try*.

Of course we at Perkins realize that we are an "off-horse" in that we do not send anyone a book at any time unless they ask for it, but it is our contention that we are thus treating the reader the same as a sighted person, and we do know from the underground that many readers who come to us from other libraries with "automatic service" say that they appreciate our treatment and attitude. Parenthetically I would point out that published figures show that our volumes-per-reader figure is as great or sometimes greater than for libraries with automatic distribution.

I am not going to discuss here such special services as Soundscriber recordings, Advisory Service to Students, and such like extra things, for the readers helped by such services are usually not under Home Teacher care.

There is just one other general service that may be possible to connect the home teacher with her *client* (what an ugly professional word that is), and that is "books to help home teachers do a better job." Quite probably most of us don't offer such books while others do not have the facilities that are available in such places as our own Perkins Blindiana library, the Library of Congress collection, the libraries of New York, Philadelphia, and a few other places.

Yet within the collection of both embossed and recorded books there are now a number of good titles with which I hope all home teachers are familiar. I am thinking of such books as the one by Juliet Bindt, *The Compendium of Studies* by Zahl, the book of background history by Ishbel Ross, the various studies of psychology, and many books in the more general field which are very helpful. For home teachers who have not seen it, and especially for librarians, for whom it is an invaluable guide to this sort of reading, there is a fine report on professional reading for home teachers which was published by the Western Conference in 1950. I am quite sure that copies of this can be obtained and that someone here can tell us to whom to write. In that publication there are ten pages of suggestions for helpful reading, all of

which is either on records or in braille. In the five years since this list was compiled there are doubtless other titles that could be added, but this is a fine beginning as a reading list for people in the home teaching field.

Of course I will ask here—Do we as librarians know what is between the covers of these books so that we can advise the home teacher, and—Do you teachers take the time to do this reading? I have been around enough to know that the answers to these questions in many cases are negative ones. We are all human, and we go along from day to day. But there is, on the shelves of the 28 circulating libraries, a lot of good material that would help us all.

Do we, for instance, keep up with all the magazines in the files? The Outlook for the Blind and the Home Teacher of the Blind, and some of the English publications? It is up to the libraries to have these publications in stock, and as many ink print books as is possible, and be ready to suggest and advise the teacher; it is up to the libraries to offer their best to the readers; *and* it's up to the teacher, to be alert not only to the newfangled social services that it now seems to be his or her duty to render, but also to remember that for their own advancement and for the readers' therapy, that there is nothing quite so good as the material that is to be found within the pages of many of these books, be it recorded, embossed, printed, or even (do I dare say it) in MOON TYPE.

TALKING BOOK MACHINE DISTRIBUTION

*** MRS. MARJORIE McCUNE, Case Worker**

North Carolina State Commission for the Blind
Asheville, North Carolina

Of all devices provided for the blind, I am sure that we will all agree that none is more universally appreciated than the talking book machine. By it, many blind persons have gained a new lease on life and have found that time which was formerly spent in boredom and despair could be made pleasant and interesting.

Because we realize the great value of the talking book to blind individuals, socially, intellectually, and spiritually, it is our responsibility as home teachers and social workers to be certain that every sightless person with whom we come in contact is fully informed regarding this service and the availability of the machines.

Since I have long been sold on the fact that the talking book is a rare blessing and should be an important part of the lives of all who cannot see to read the printed page, I have made the distribution of talking books one of my main projects in rendering service to the blind. In an initial interview, after becoming acquainted with the client, one of our first questions should be: Do you have a talking book machine? If the response is negative and the client indicates that he is not exactly sure what we are talking about, we should proceed to give a full description and, when a machine is available, a demonstration. Then there should follow a full explanation of library service which could be made available to the potential reader in order that he might know how and where to secure reading material.

It has been my experience that in some instances interest in reading has had to be stimulated. I have often had a client reply when asked if he wanted a talking book, "No, I don't believe I want one of those things—too much trouble, my radio is enough." This is my cue to produce a machine and a record from one of our best books; and, very often, before the record is half played the client will say, "I believe I will try one." Nine times out of ten the talking book is placed and becomes a real friend to that client.

In many cases persons receive the machines reluctantly, but, after reading one or two good books, the worker would find that taking away this pleasure-giving device would be much more difficult than convincing the client of his need of it.

We are all aware of the fact that persons who have always been ardent readers welcome the talking book and do not hesitate accepting it. No sales talk is needed in these cases but simply direction to an available source of reading material.

To me it is most challenging to kindle a

* Visually handicapped.

little spark of interest and, through providing suitable reading material, watch it grow until the individual is taken up into the world of literature and finds a new sense of joy and satisfaction through the recorded page. To cite a specific example as to what a talking book can do for a once nonreader: One of my colored clients who had never read a word of print, due to the lack of education, said to me, after having had a talking book for a few months, "I travels now, my talking book has taken me to places I never heard of before." This new knowledge of places and people does something to the individual which reflects itself in his total personality.

I believe that most of us who work with the blind have found that Braille is less readily accepted by older men and women. For this reason the talking book meets a real need in their lives. We find that by using it a long dormant interest in literature is often revived. An old retired school teacher, blind for fifteen years, after receiving her talking book said, "I find that being blind isn't as bad as I thought it was now that I can again associate with some of the old masters like Shakespeare, Browning, and Tennyson."

I believe it is needless to say that the talking book supplements the radio to a great extent in providing entertainment. There is a large majority of readers who enjoy novels, mysteries, and detective stories.

Thus far, we have been considering the WHY of talking book distribution. In taking up the HOW of talking book distribution I am somewhat limited as I do not know the various methods used throughout the United States and Canada. I can, however, give a brief description as to how we handle the matter in North Carolina. We believe our method of handling talking book machines to be quite efficient and are proud of the number of talking books placed by our state. The Case Worker for the Blind is the primary source of referral and talking book distribution is one of our special services.

From July 1, 1948, through December 31, 1954, approximately 3,517 machines were placed. This was partly due to the fact that many of the older models were replaced during these years. However, we are constantly recruiting new readers and had on file as of March 11, 1955, 2,507 persons receiving reader service. When a talking book is requested the application is signed in duplicate and sent to the state office along with a copy of an eye report establishing blindness. The eye report is reviewed by the state ophthalmologist and if approved the application is completed and a reader service card is made out and forwarded to the Library of Congress along with the application. One copy of the application is retained in the state office. In addition to this, a cross-index file is made. There are two cards on each reader. One card is filed alphabetically and the other according to the model and serial number. Thus, a machine can be readily located and in the case of transfer confusion is avoided. When the machine is shipped from the state office to the client the case worker is notified and a follow-up visit is made to acquaint the reader with the machine and to give him instructions as to how to use it. When help is requested in ordering books this is also provided by the worker.

There are a few instances in which individuals write directly to Raleigh requesting machines. When this is done the client receives a letter, a copy of which goes to the case worker, pointing out the fact that the case worker in that area will assist in making the formal application for a talking book machine. The worker then contacts the client, secures the eye report, and follows through according to the procedure above.

The cost of mailing talking book machines is paid for by the North Carolina State Association for the Blind made up primarily of Lions. They also pay for minor repairs which are done locally and authorized by the state agency. Whenever needles or crystals need replacing the parts are provided by the Library of Congress and the work done locally by our qualified repairman.

When machines must be returned to the state office for major repair or replacement, labels are provided for mailing purposes. These labels refer to the law of Congress making it possible for talking book machines to be mailed at the rate of one cent per pound. When this very nominal sum cannot be paid by a client it is taken care of through local funds provided for the case worker.

Any new information regarding talking book machines is sent out from the state office to all case workers in the form of informal memoranda. When no longer in use because of death or any other reason the machine is

picked up by the case worker and, if in good condition, re-assigned to a new reader. The state office is notified of the returned machine and reading service from the Library of Congress is discontinued. When a transfer is made it is handled as an initial application as far as the new reader is concerned. Each case worker keeps her own file of talking book readers, both in Braille and in print, so that she has an accessible list of readers, their address, and talking book numbers.

Talking book distribution being one of North Carolina's services to the blind, and, being profoundly interested in this particular service, it occurred to me in May, 1953, that it would be helpful to have records readily available, not only to demonstrate the machine but also to leave with clients so that the talking book might be immediately useful to them. An appeal to local Lions brought funds for the Reader's Digest and Bible. Interest grew among other persons in the community including book clubs, church groups, and other civic organizations. Contributions from $5.00 to $100.00 came in unsolicited and, before we knew it, an active growing library of talking books for the blind was started.

In February, 1954, we were chartered by the State of North Carolina as the Buncombe County Library for the Blind, Incorporated. In addition to the books purchased several surplus volumes were given us by the Library of Congress through the Califorina State Library. We also received contributions from the Christian Record Benevolent Association, John Milton Society, Swedenborg Foundation, and from the American Printing House two additional free copies of the Reader's Digest. At present, in addition to our Reader's Digest and religious literature, we have eighty-two titles with a rather well balanced reading diet. We have mystery, detective, western, and the more classical type of novel, along with poetry, drama, essays, and history.

As fast as we receive funds we are ordering more books trying to keep up with the demand of our readers. In our county we render service to about one hundred readers who, by simply calling the office, can have a book on the following day. Upon receiving the book we send they return what they have and thus keep the records in circulation. The clients are provided with a list of our available books and asked to check those in which they are interested. In most cases we know the clients intimately and are able to judge which books they would be likely to prefer.

If the number of persons who avail themselves of the use of our library is any criteria for judging its worth we can say that it has been quite a beneficial service to the blind of Buncombe County and, incidentally, the number of talking books distributed has considerably increased since it was organized.

In order that persons accepting talking book machines may not feel that they are receiving charity we should point out to them that even among their seeing friends the library is a public service and free to all who care to use it. The talking book is a door to the world of literature and it is our responsibility as workers with the blind to open it to all who can no longer read the printed page.

SOME FUTURE GOALS FOR IMPROVING LIBRARY SERVICES

*** SARAH V. GISSENDANNER, Home Teacher**

Virginia Commission for the Visually Handicapped
Richmond, Virginia

I want to thank Mr. Patterson for giving me the opportunity of participating in this program. I am delighted to be here and to add my few suggestions to those advanced by the group of discussants this afternoon.

Although my paper deals mainly with suggestions for improving the Talking Book services, I would like to state at the outset that in my limited experience the Library of Congress has been doing a wonderful job, and these suggestions are not meant as criticisms, but as goals to aim for in the future. I do not expect that they will be incorporated within the next few months, but they are improvements that are needed and should come eventually.

The most pressing need that I find at pres-

* Visually handicapped.

ent is a need for more reading material for the preschool child. We have had a tremendous increase of young children on our rolls within the past ten years, due mainly to the effects of retrolental fibroplasia.

In order to give these children as broad a background as the seeing child has, we must make available a quantity of reading material—reading material that is interesting not only to the young minds, but material that incorporates auditory experiences to which the child might not have access otherwise. It is possible to do wonderful things with the recording equipment in use today, and I believe the Library of Congress is the most logical agency to present such material. The recordings would be of great value to preschool nurseries, but of far greater value to mothers of blind children who, in many instances, lack the training necessary for presenting such material adequately.

A second area of need is for more timely distribution of Talking Book material to high school and college students. We have a wealth of material on records, but I hear constant complaints that it is not available when it is required. In many instances this is due to laxity on the part of the student in making his requests, or to failure to plan in advance a list of required material. I feel that the home teacher could be of definite value to the Library in helping to alleviate this problem by visiting the student and helping him to map out a long-range plan for reading material to meet his needs. I realize that, in most cases, this is the responsibility of the educational counselor, but quite often the educational program does not include a counselor. I'm sure that an intelligent program could be worked out that would not duplicate services and still would solve this problem which seems to be a perplexing one for the student who relies on Talking Book records for the bulk of his reading.

A third problem which still exists, although it has been reduced considerably within the past several years, is the apparent inability of the Library to follow the reading tastes of the reader. Here, too, the home teacher could serve as liaison between the client she serves and the Library. In spite of the increased clerical work, I believe that an additional card should be filed with the Library for every recipient of Talking Book records or Braille reading material, stating the person's age, sex, educational background, major work history, and hobby interests. This type of information would be invaluable to the librarian when choosing substitute books not on the reader's preferred reading list. This card could be filed when the person receives his Talking Book. Judging from my own experience, the extra work involved would not outweigh the advantage to be gained by this procedure.

My fourth suggestion deals with two recommendations for improvement of the Talking Book machine. One is the need for a different needle for the Model B machine. There is no argument with the quality of reproduction, but the needle itself becomes dislodged too easily. Although it is possible for a very dexterous blind person to replace it, most of the clients we serve with the Talking Book are not able to replace the needle. This is becoming an increasing problem for it is impractical to return all machines for needle replacement. Sometimes the needle becomes dislodged in shipment, and the machine is useless to the reader when it is received. I understand that much thought is being given to this difficulty, and that it probably will be solved soon by the use of a cartridge. At present it is one of the most common problems I have to cope with. The use of commercial equipment for the playing of Talking Book records may also alleviate the problem, but many of our clients cannot afford the commercial record players and rely upon the Talking Book for a large part of their recreation.

Clients frequently complain about the poor quality of recordings due to extensive scratches on the record surfaces. I have long recognized this problem from my own use of the Talking Book. I believe that the major cause for such scratches is the inability of some of our older clients to place the needle correctly at the starting point. We all know what happens to a long playing, high fidelity, symphony record if the needle is allowed to scratch across the grooves when placing it down on the record. Many of our readers are shaky and find it impossible to place a pick-up arm properly. This brings me to my final suggestion, that the Library develop an automatic pick-up arm that will be self-starting, and which can be removed from the record surface electronically. I realize that such a project would be difficult and would

increase the cost of production, but this increase would be far outweighed by the improved quality of the recordings, and a longer life for them should reduce replacement costs substantially.

The foregoing five suggestions are based on my experience, and I feel that they are the most pertinent at the moment. I have deliberately kept discussion of each as brief as possible in order to fit the busy schedule this afternoon. In closing, I would like to emphasize that these are not criticisms of the service now being rendered; they are some suggestions of how we as home teachers can supplement the services of the Library as well as goals for the immediate future.

HOME TEACHING SERVICES

* MARIE A. BUSCH, Supervisor

Home Teaching and Home Industries, Bureau for the Blind,
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The relationship between the home teacher and the librarian has always been both cordial and cooperative. However, there would be no purpose in today's carefully planned program if you as librarians and publishers and we as home teachers were content to consider this relationship sufficient for our needs. So then, the purpose of this meeting is an exchange of information and views which will ultimately lead to improved services through the coordination of our programs.

Mr. Patterson has taken steps to promote this coordination. He has attended our home teacher conference meetings where he has thrown out a challenge for improved liaison between library and teacher services. Now, he has invited representatives of these conference groups to deliberate with you at your Sectional Group meeting. Together, we should be able to come up with a number of fresh, constructive ideas.

Teachers in public schools throughout our nation have a uniform service with specific and rather routine duties. In our Mid-Western states, and I believe this is also true throughout our nation, the duties of our home teachers vary from actual assignments for teaching Braille to full responsibility for adjustment, which may include instructions in typing, home-making, gardening, Braille, crafts, cane technique; and, added to this, community integration, visiting children of preschool age, and conducting exhibits and sales. This difference in scope of agency service has considerable bearing on the amount of follow-up work some of our teachers may be privileged to do.

But, assuming that she may follow through, she can facilitate library service by (a) appraising home conditions before recommending library service. If the home is dirty and it is apparent that books will not be given proper care, a periodical may fill the reader's need. We are fortunate in that we have a wide choice of good periodicals. (b) If the teacher finds home conditions favorable, she will tell her client of the service offered by the library. (c) She will help her client fill out a talking book agreement form; and if necessary, return the executed form to the lending agency. (d) She will encourage her client to check the titles of her choice of books in the library catalog. With this, the teacher should send a short paragraph giving background and other pertinent information about the reader. (e) She may enlist volunteer service for the return of books or records to the post office when the reader is unable to do this. (f) It is highly important to give instructions in the operation and care of talking book machines as soon as possible after the machines arrive at the client's home. The teacher will then (1) caution the reader against the use of talking book needles not approved by the library. (2) She will inform the new reader that free talking book repair service is available. (3) Encourage prompt return of book or records to the library.

This will be an opportune time to introduce the "Braille Book Review" and "Talking Book Topics", as they stimulate interest in reading.

The teacher is able to direct the return of books, records, or talking book machines

* Visually handicapped.

to the library or lending agency after decease of reader.

Realizing the many thoughtful and untiring efforts of our librarians, I offer the following suggestions in the spirit of cooperation: (a) That librarians report their problems with readers to the agency employing home teachers or directly to the teacher. This could include the reader's need for additional home teaching service. (b) That substitutions be carefully selected when requested books are not available. (c) That a special catalog be compiled and made available to college students. This could include material transcribed by volunteer workers. (d) That notice regarding delinquent books be sent to the teachers before discontinuing service. (e) Replacement of damaged books or records. (f) That only canvas wrappings be used for mailing books. (g) That readers be cautioned annually in all Braille magazines to use only approved talking book needles. (h) That postal regulations be revised to require mail trucks to pick up books or talking book records at mail boxes.

Now here we come with a problem which you have heard before. This matter was thoroughly discussed following Mr. Patterson's paper at our April Conference meeting in Little Rock. Nevertheless, it is a complaint which has been brought to our home teachers, and I present it to you as a request suggestion —readers object to hearing profane language on talking book records even though they do not seem to object to reading such language in braille. I am aware of the seeming impracticability of this suggestion; but could books, or better still, catalogs be marked in this regard?

Miss McDonald of our St. Louis Regional Library has recently introduced a new method of marking talking book address cards. She has punched an elongated oval to the left of the reader's name. Naturally, when the card is reversed and the carton is ready to return to the library, the oval is on the right side. This should eliminate the disappointments experienced when books are returned to readers from their local post office.

It may interest you to know that Miss McDonald has been invited to conduct a library "jam session" at our next home teacher's staff meeting. This invitation is an early result of your planned Sectional Group program.

A COOPERATIVE PROGRAM BETWEEN THE HOME TEACHER AND THE LIBRARIAN

*DONALD W. PERRY, Executive Secretary

Utah Commission for the Adult Blind
Salt Lake City, Utah

I believe our first thought should always be: How we can best serve the visually handicapped of our State? When professional workers have service to the client uppermost in mind, it is easy to develop a cooperative program with all other agencies. If we then admit that all agencies want to develop a program which will give a maximum of service to the client, what are some of the ways we can give the blind person the best type of program in respect to his Braille and talking book reading.

In many of our states, one agency has been given the responsibility of distributing the Talking Book Machine, while still another agency, or Library, will handle the records. Each of us can do his respective job without paying much attention to the other, and things will go along without much problem but the client will not get much from his Talking Books and will not do much with his Braille. The Home Teacher, who in most cases will be employed by the agency distributing Talking Book Machines, should also have a close relationship with the distribution of records. If this relation is not affected by the state law, then there should be steps taken to achieve a close working program between the agencies involved. We have in Utah such a cooperative program between the Utah Commission for the Blind and the Staff of our Library. We feel that with the close working program we have, we are making it possible for our clients to enjoy their reading, and by the fact that we help them enjoy their

* Visually handicapped.

reading, more of the blind keep their machines and use them more extensively.

If I may, I will get more personal and tell you some of the steps we have taken to achieve a program that we believe is giving expanded service to the adult blind of Utah. We have six full time Home Teachers and one working part time in a State of approximately 700,000 so that I believe we can say that there are more teachers per capita than in any other state. Because of this fact, we have a very good coverage of our blind population. Soon after I assumed the job as Director of the Utah Commission for the Blind, I held a staff meeting. I felt it would be an ideal time to invite Mrs. Whittier, who is the head Librarian of the Talking Book Library, to meet with us to try to develop a more closely knit program with respect to the Talking Book and Braille distribution in our State. I felt that the Home Teacher should have more knowledge pertaining to the instructions to be given to the Blind person about the securing of records, how to handle the Talking Book Machine, how to care for the needles, and such general information. In that first meeting we spent approximately four hours discussing these problems, and found the results most gratifying. We now spend some time at every staff conference on this problem, feeling that the results to be gained are very beneficial to the blind readers. As a result of four years cooperation between the Home Teachers and the Librarian, we have now a program which we feel is helping the blind of our State by giving them added service.

Also at our staff conference we have Mr. Gibson, one of our teachers who is also in charge of our Talking Book distribution, give the other teachers information about the Talking Book Machine. This information includes instruction pertaining the operation of the various types of machines and information pertaining to the proper handling of this equipment. I believe that each teacher must know how to change the various types of needles, which machine has the permanent type needle, which machine will best play sound scriber records, which has an earphone jack and all such general information. Each of our teachers has a general review in this area approximately once a year. We know that this type of planning has improved our program, and by so doing has brought much benefit to the blind Talking Book reader. We intend to continue this program of giving our workers increased knowledge of the technical features of the machines as new models come out, as well as a review of the older machines, so that this information can be transmitted to the blind reader.

As a result of our meetings with the Librarian, our teachers are getting more familiar with the books in Braille and also the Talking Books which are available. Working together with the library, we have prepared what we call a check list. Each teacher has some of these with her at all times. These mimeograph lists contain the titles of many popular books, which are grouped into different sections according to the character of the material. By going over these lists with the blind person, the teacher is able to check many titles in which the blind person seems to be interested. Then the lists are given to the Librarian to assist her in sending material to the client that will be interesting to him. We feel that this cooperative effort between the Librarian and the Teacher is paying dividends to the reader. When Talking Books are placed with the blind clients, the Librarian is always given the serial number so that she will know the type of records that can be played on the machine. Changes of addresses are exchanged between the two agencies, and many other routine matters are taken care of between the Librarian and the Staff of the Utah Commission for the Blind.

We feel that this type of program is helping in many, many ways, and we know that our teachers are more able to give better guidance and assistance to their students in selecting reading materials. I do not claim our program to be perfect, as I do not think any program can reach this point. But I do feel that we are giving good service to our readers, and we are working toward, and will continue to work toward, a more closely knit cooperative program between the Home Teacher and the Library in our State.

CANADA'S LIBRARY SERVICE TO THE BLIND AS THE HOME TEACHER KNOWS IT

* LOUISE D. COWAN, Ontario Supervisor of Home Teaching

The Canadian National Institute for the Blind
Toronto, Ontario

Before taking up my assignment, I should like to refer a suggestion from the Canadian Home Teachers to this meeting and probably to the American Foundation for the Blind in particular. There has been favourable comment about the music catalogue compiled, I believe, by the Western Conference of Home Teachers and published by the American Foundation for the Blind. Our Canadian teachers would like to have a similar catalogue in Braille listing all the Braille and Moon Type periodicals, indicating the grade of Braille or Moon, the subscription rate, the address of the publisher and some mention of the contents. Since we are in a periodical and digest age, the teachers would like to be in a position to tell blind readers what is available to them in short stories and current articles. Perhaps the American Home Teachers would endorse our interest in such a catalogue.

The Library Service:

Although Canada has an area as great or greater than the United States, our population is scarcely fifteen million and our registered blind population but 21,000 which means that we do not have the large concentrations of blind people such as may be found in New York or Chicago. We have found, therefore, that it is more efficient to extend reading service to blind Canadians from one centrally-located library. This library is a function of a private service agency, The Canadian National Institute for the Blind, and it is situated in Toronto. From Toronto last year, 17,342 embossed volumes and 590,459 Talking Book records travelled, post free, by rail, boat and air to blind readers. Readers in our newest province, Newfoundland, 2,000 miles from the library, and readers on our West coast, 3,000 miles distant from Toronto, as well as readers at intermediate points and as far north as Dawson City in the Yukon, are all served from the library.

The Talking Books are packed and shipped in the standard boxes with reversible addressed labels. The embossed books are strapped in canvas wrappers. One end of the wrapper bears the reader's address and when the book is leaving the library, this end overlaps the end bearing the library return address which the reader will expose when he re-parcels the books. The library sends out at least two boxes or wrappers of books to a new reader at the outset and the reader is instructed to return one package as soon as he is finished with it so that the library, when the book is received, may send out a third package which is usually received while the reader is still busy with the second. People who read much or who are remote receive two or more packages at a time. I can remember on summer holidays from school that though I read a good deal, I rarely waited for my books to arrive.

The primary function of the library is the lending of books. Talking Book machines, for instance, are not the responsibility of the librarian. The machines are lent and delivered by our social workers and field secretaries. (The field secretary is responsible for case work and fund raising in the counties and districts and is also responsible for making the C.N.I.B. services—including library service—available to blind people.) In addition to lending books the library does, however, provide two additional services.

1. The Chief Librarian supervises volunteer readers for SoundScriber recordings for students. This is a relatively new service but during the past year the library has supplied 2,700 SoundScriber recordings. Also in the field of transcription, the Chief Librarian arranges for Braille music to be transcribed.

2. The Chief Librarian edits and supervises the stereotyping and pressing of a Braille digest-type magazine, The Braille Courier. This magazine with a current event supplement and a recipe pamphlet, goes out ten times a year, free, to 700 blind Canadians who request it.

How does the Home Teacher participate in the library service?—not in the library itself;

* Visually handicapped.

not with the distribution or maintenance of Talking Book machines. She does nevertheless have a part. Through teaching Braille and restoring pupils' confidence and interest in living, she assists many people to make use of the embossed books and/or Talking Book service of the library.

When therefore, I received from Mr. Patterson the invitation to talk to this group this afternoon, I realized that I could not speak with any authority without evidence from the teachers in the field. I asked more than a third of the Canadian Home Teachers to send me their comments and suggestions. Each wrote in praise and appreciation of the library service but they also sent along their recommendations.

Comments and Suggestions:

In several Canadian provinces (not in Ontario) the Home Teacher works with the preschool blind children and with their parents. One teacher strongly represented that it would be helpful if records for very young children—games and songs and stories—could be borrowed from the library.

More numerous and equally vigorous requests were made for reading material for school-aged children. The holidays are long and many children experience loneliness while away from their chums and school activities. They would like to read and so would the children who, because of other handicaps besides blindness, cannot attend residential or day classes. It is when people are young that they learn good reading habits. It is the period when they have time to fill their minds and to stimulate their imagination with facts and fun and excitement and pathos which are naturally and pleasurably absorbed from good books. In this day when the trend is to television and to visual aids in education, blind children must be encouraged more than ever before to keep abreast with their fellows. To compensate for their inability to see, they should read more and more. We should therefore like to have a children's library stocked, well-stocked, with Braille and Talking Book titles. Small, interesting books for the little folk and tales of adventure, novels, science, how-to-do-it books for the older ones. Such books are already available in Braille from the American Printing House for the Blind and on discs from the American Foundation for the Blind. We should like to have a wide selection of these books circulating from our library to the young people everywhere in Canada.

The catalogues of Talking Books and embossed books for adults are excellent. Teachers wish, however, that there could be more one volume books or short stories so that the new, slow reader could see the end from the beginning.

Braille Reading:

One teacher always helps her Braille pupils learn to use the Braille catalogues. The introductory pages containing library regulations are used as a reading assignment. Another teacher helps her Braille students until they have completed their first library book. Other teachers introduce their pupils to well-embossed Braille magazines. They often use our own Braille Courier because it has no capital signs or italic signs to complicate the Braille and because the articles are of current interest and are short. Few pupils will persevere with Braille if the teacher leaves them the moment they have read the last page of the Grade II text. They need support and encouragement until the pleasure and satisfaction from reading rewards the effort and concentration necessary.

Moon Reading:

The majority of the Canadian Home Teachers recognize that Moon Type still has a place for elderly people and for disturbed younger people who may later learn Braille. These people are surprised to find, as are their teachers, that the library's Moon catalogue is fairly extensive. Often, however, a magazine meets the reader's needs. The Ziegler Magazine has interesting contents but the size of the embossed letters and the inferior quality of paper makes it unsatisfactory for beginners. The Light of the Moon in Grade I and the Moon Magazine in Grade II (R.N.I.B. publications) are excellent material for new readers.

Talking Book Reading:

The teachers find that there are several problems that are common to Talking Book readers.

1. Many pupils have no one to make out the fifty-book list for the library. It is a time-consuming task for busy people and the blind

person hesitates to ask for extras. Their essential needs, they feel, are already too great a burden for their friends and family. Sometimes the teacher is able to find a volunteer to help with the list but more often she and her guide together help the client select and list the books. The blind people who do not have a teacher visiting them are often responsible for delaying the initiation of library service themselves because they are slow in sending in a list of books.

2. Older or unwell people sometimes discontinue library service because they cannot carry the heavy, bulky boxes of records to the parcel box or post office. A number of this group pay money which they cannot easily spare to neighbour children to post the books for them. In villages, towns and cities, possibly not in rural areas, Boy Scouts, Girl Guides or other young peoples' associations might be pleased to be invited to look after the mailing of Talking Books for blind people.

3. Records are often scratched and in poor condition. Some teachers have wondered if a "check" card might be enclosed in each box of records so that the reader could easily indicate the record or records he found to be defective. He would like to pass the information on to the library but it is not convenient or possible for many readers to write letters and all of us have a tendency to procrastinate about letters which are not absolutely essential. A "check" card would surely assist the people in the library whose task it is to clean and sort the records when they are returned. It is scarcely necessary to mention that the teachers help the pupils to understand how to care for the records themselves and that it is necessary to read and return them promptly in order to keep the books circulating.

These then are the remarks which have been gleaned from the teachers. The teachers without exception are enthusiastic about the library service. They benefit from it personally and they rejoice in knowing the happiness it brings to the hundreds of blind people with whom they work. They have also raised a number of problems to which it is possible to give ready answers but to which, as time and experience have shown, there are not ready solutions. They make a strong plea for a junior library so that this source of happiness may be extended to young blind Canadians. It is our hope that the librarians and publishers here assembled who have developed to its present high standards the library services to the blind on the continent, will receive from the Home Teachers these considerations and will give answers to them in the light of their experience and knowledge.

A READER'S AND HOME TEACHER'S VIEW OF LIBRARY SERVICES FOR THE BLIND

* GRETTA GRIFFIS, Home Teacher

State Services for the Blind, Department of Health and Welfare
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Before getting into what I hope will be the meat of this paper, I do want to take this opportunity to compliment those on the staffs of the libraries serving all of us visually handicapped readers. Throughout many, many years of contact with a number of these libraries, I have had predominately pleasant experiences, so much so that I have found it difficult to make suggestions for change or improvement. I feel sure that all of the thousands of users of the libraries for the blind will want me, not only to thank you responsible for the library service for myself, but to be their spokesman in thanking you for them.

May I also express my full awareness that often this service is maintained in the fact of serious budgetary and personnel limitations which prevent the directors from carrying out the sort of program most helpful to all readers. It is easy to imagine some of the problems which bother us resulting from these two unavoidable limitations.

The trend toward the use of more light reading for recording and putting into Braille has been a gratifying one. I read for relaxation and prefer the lighter books. Since most

* Visually handicapped.

of the readers, particularly of talking books, are among the older citizens, a large number of whom, like me, are reading for relaxation, the pleasantly light books would seem to be in demand. When I first began using talking books, it sometimes seemed to me the list of possible books looked too much like one for college book reports.

It would be wrong to say I do not feel the literary classics should be among the titles because they most assuredly should. But I am thinking of readers like the very fine elderly man with whom I talked the other day. He came into my office accompanied by his wife and another couple. The four happily retired people had spent the winter in the south at the home of one of the couples, and now had come north to spend the summer so the southern couple might be near friends from his section. They all beamed as they told me how much they had enjoyed listening to the talking books together during the past winter. They had enjoyed the Zane Grey books so much.

I am going to express any negative feelings I may have relative to the library service with the knowledge that these problems are recognized by those in charge of the library program. I can very well imagine much could be done to overcome these problems if there were not the shortage of money and staff. I am not at all sure I have anything new to add here, but these are some points which might well be considered.

There are the records which come to readers so scratched we are not always able to understand what is being read. This is a most frustrating experience, believe me. Replacement of broken and scratched records is probably quite a problem, but might it not be possible when determining the number of recordings of a book to be made to plan extras for replacement? As I understand making the master records is the most expensive part of the procedure might not the masters from which talking books are pressed, be saved? Then new records could be made when necessary.

A few weeks ago a newly blinded reader called, quite distressed because her talking book machine was not working properly. She thought it might be the needle and had written the library for a new one, but when it came, she still could not play the book satisfactorily. When I looked the situation over, I discovered there was nothing wrong with the machine or the needle. She had a very bad set of records. There was a large piece out of at least one record. This would be a discouraging experience for anyone, but for a new reader it was particularly bad. Perhaps I am being a bit harsh, but it does seem as if that box of records never should have been sent out. It should have been more carefully checked before leaving the library. A box of books of records in that condition might better be taken from circulation.

I also have known of times when records have been missing from the box or duplicate records have been sent out in one box. I often wish if records must be sent out of order that there might be some way of getting them to Braille readers. The non-Braille reader has a dreadful time when this happens to him.

I have not made as constant use of the library service as some, so have not had the experience of having the same book sent to me repeatedly. Last week I called on a man to whom having the talking books is of great importance. He is a lonely person, feeling quite keenly that he is cut off from the world. The previous day he had been more than usually depressed. Two new talking books were delivered, and he felt they would help him, but when he opened them he discovered one book had been sent to him twice before and the other was so hopelessly out of order that, since he could not read Braille, he could not rearrange it by himself. Surely there is some way a record could be kept of what books have been sent to a reader.

Recently I have become a new borrower from one of the regional libraries. I was sent a thick catalogue of book titles and the suggestion was made that I choose twenty-five titles from this book and send them to the library so that something might be known of my reading interests. I simply do not know one person who has either the time or the patience to sit down and go through that catalogue. On the basis of my experience with talking book readers, only a very few of them are any more fortunate than I in having someone to read this list of books.

Probably such catalogues should be available for those who would like them; but I should like to suggest what to me would be a much more simple way for the reader to

give the library a clear idea of the kind of reading he prefers.

I should like to see the librarian in each regional library, and when possible, the rest of the staff, learn to know the reader personally. I can hear the gasps of amazement at such a suggestion, and I am fully aware of the problems in this area. Perhaps it might be done through the home teacher, who, under many programs, knows more readers than anyone else. Home teachers could perhaps arrange get-togethers of readers at which the librarian could meet them. Readers also could be encouraged to visit the library, at which time the librarian could learn something which would give a clue to reading interests.

As a library user, the plan which seems most feasible to me, is a short list of items to be checked by the new reader; with this information, an alert, interested librarian could be most helpful in selecting books which would be in keeping with the reader's interest.

This list could be filled out in a few minutes and might be sent in with the talking book form to be forwarded to the library. Perhaps this information check list might be discussed by the home teacher when she made a call after the delivery of the machine. Incidently, I feel strongly such a visit is of utmost importance and do hope some home teacher will be asked to write an entire paper related to this subject.

The following items might be included on the check list: Sex, age, employment, education, religion, duration of blindness and fields of reading interest. Such fields might be light fiction, westerns, detective and mystery stories, heavy fiction, religious fiction, books on religion, biography, travel, history, science, nature, poetry, drama and books on blindness. Along with the check list the reader could submit titles or authors which particularly appeal to him.

I feel sure this check list is only a rough sketch of what a committee might develop, but with such information a sensitive librarian could do a far better job of choosing books for the reader; yet the reader would still be free to state preferences should he care to.

When a reader does state preferences, the librarian should do his very best to see to it they are followed. None of us library users is naive enough to think the book for which he asks is always going to be in the library. We all know of the many reasons why it is not. However, it does not take a very well trained librarian to pick up the type of books for which the reader is asking and when substitutions are to be made, to stick as closely to type as possible

One reader told me only a few days ago that she liked to get books which are on the best seller lists. She religiously checks the latest information coming out relative to the new recordings and sends the library a list of at least three and sometimes five or six. Yet she often gets books which have been on records for years and years.

As an outsider I know little about the training of the staffs in the regional libraries supplying books to blind readers, but I have wondered if it might not be a constructive move to require that as many members of the staff as possible be trained librarians or at least take in-service training courses. Since this is deemed important by libraries serving the general public, isn't it equally important in libraries for the blind?

In closing, I would like to say I hope I have not seemed too negative in my comments and suggestions because in the main my feeling toward our libraries is not of this nature. Until the past few months I have lived for a number of years where I could reach one regional library by 'phone. I wish I might have the time to tell something of the innumerable fine contact I had, both for my own reading and as a home teacher, helping other new or elderly readers. The contact with this library is one of my pleasant memories among a large number of such happy memories of my stay in that particular area. I feel quite sure that if other readers were to speak they would say the same for their libraries.

THE VALUE OF A BUSINESS ENTERPRISE PROGRAM TO THE OVERALL EMPLOYMENT PROGRAM FOR THE BLIND AND TO THE INDIVIDUAL BLIND PERSON

* P. E. STOLLERY, Special Placement Officer

The Canadian National Institute for the Blind
Toronto, Ontario

As I address myself to this feature of our general topic I find myself speaking for the Special Placement Agent who is strategically and ideally situated at the centre of personnel selection and referral. From this position he is able to serve the best interests both of the Business Enterprise Programme itself, and the individual blind person presenting himself for employment.

The advantages of this arrangement, not only to the B.E.P., but also to the total organization, when it is a fully mobilized multi-service system such as our own, is easily comprehensible. It permits throughout a high level of personnel selection. It enables the maintenance of a uniform and constantly high standard of performance and public relations. Finally it makes possible the conservation of manpower and material resources by co-operative integration instead of encouraging the duplication and isolation that frequently proceeds from competing systems.

More specifically, however, the value of a B.E.P. lies in its many opportunities, and its strong appeal to those applicants for employment who believe that they possess some natural aptitude and qualification for commercial affairs. Furthermore, as rehabilitation is a creative process developing talents as well as utilizing them, it enables those without special leanings, but with other favoring characteristics to be fitted into a diversified, and realistically supervised Business Enterprise Programme.

The programme itself must be under constant examination for improvement and enlargement so that it will not fall behind the requirements of a changing world. More and more the realization is being borne in upon us that this is not only the age of the atom, but also the age of automation which is removing many former manual operations from our reach or competition. Even our current B.E.P. must not trust too firmly in the permanence of present operations. Register circuits, and electron tubes do not refresh themselves on coffee and doughnuts. Nor do batteries of co-ordinated, integrated, activated, self-lubricated, eviscerated robots obtain any of their power from good old meat and potatoes. Such compulsive pressures of mechanization can only be met by the development of an equally imaginative B.E.P., matched by the best techniques we can devise for the selection, preparation, and placement of our available personnel. The challenge is not a new one. As early as 1890, for instance, in one Canadian city, a group of blind business men formed themselves into an association dedicated to the promotion and improvement of new and present business enterprises. Many of their ideas might be well worth our re-evaluation. Successful businesses established by present day blind people will, no doubt, suggest further possibilities. All in all, I think we can agree that a sound B.E.P. holds a very important key to the problems of our modern times.

Let us now examine the value of this programme for three sources of our potential personnel. Briefly, these are: the school; the adult blind—or as Chevigny & Braverman express it, "the adventitious blind", and those looking for promotion, or job transfer, as part of their career adjustment.

To the blind boy or girl still at school the B.E.P. is as fundamentally important as is that wider choice of opportunity to his sighted contemporaries. Certain of the student's studies and much of his private reading, will take on new significance as he recognizes in them the special tools and knowledge important to his ambition. Such students will become aware of their aptitudes and talents, shape their conduct and behaviour to standards they most admire, and even check up on their personal idiocyncracies. As one psychologist urged, "we must change the peculiarities of our imperfections into the perfections of our peculiari-

* Visually handicapped.

ties." As they progress they will cultivate their leadership ability, and measure with a critical eye the salesmanship and public relations technique of those already in the field. In short they will work consciously toward the realization of their commercial ambition.

At the student level of interest, continuous highly qualified guidance and counselling should be available. American schools which have adopted such services, have proven their value by the more directional development and improved progress of students seriously concerned in their vocational preparation. Guided by such services and stimulated by a Business Enterprise Programme, the graduate students leaving school will be well on the way to assured success.

Now let us consider the value of a good B.E.P. to the adventitiously blind adult. Fifty years ago employment for them hardly existed outside the sheltered shop. Here were to be found, as well as the seriously handicapped, the honor graduate, the mature crafstman, or the blinded business man, compelled "to grunt and sweat a weary life," as Shakespeare says, grimly plodding through the miserable futility and frustration of unsatisfying work. It was not rehabilitation, as we now know it. The blind person was virtually a total loss to society. Frequently he succumbed to deep and embittering resentments. In a desperate bid for some kind of independence he even preferred the beggar's cup to the sheltered shop of that day. Charles Campbell, coming from England in 1903 to work with the blind in New York, took note of this situation. Although he did not found a B.E.P. he was convinced that if such blind people could be trained to fill a useful place in their own society, they could also be trained, and adjusted, to fill a competitive place in normal society. Until he proved his point, however, there was simply nothing more toward which these capable blind people could aspire.

To-day we have an immensely enriched concept of rehabilitation. Dr. Henry Kessler, who is perhaps the foremost authority on this continent, defines it as, "the organized and systematic method by which the physical, mental, and vocational powers of the individual are improved to the point where he can compete with equal opportunity with the so-called non-handicapped." Our modern services go far toward achieving this end. What is more, the length of rehabilitation time is astonishingly shortened. To-day recovery, both physical, and mental, together with full re-organization and adjustment, can often be accomplished in a matter of months. Add to the incentive for recovery the services of a sound B.E.P., and there can follow such a full restoration of self esteem, economic security, public and social acceptance, and active, productive citizenship, that life is hardly less satisfying for the handicapped person than for the so-called non-handicapped people in comparable occupations.

Careful examination of the applicant before referral must, of course, be made. As Kessler says, "it is a mistake to install handicapped individuals without proper selection; unfair to themselves, to their associates, and to their employer." H. A. Overstreet went so far as to say that, "to try to develop him in direction counter to his major strength is to condition him to defeat." Not only does the trainee suffer, but also the programme, the organization, and the entire foundation on which it rests. Where you have an integrated system of co-operative services, however, this risk is much less serious. Successful selection, on the other hand, is rewarded not only within the orbit of the occupation itself, but also at all points where its influence touches. This is still more the case when the selectee goes on to fulfil some higher ambition, either in private business or in some professional appointment within our own service.

This brings us to our third group, that steadfast, and career conscious segment of our people who are already successful, but entertain realizable ambitions for a still more gratifying future.

When a widely diversified B.E.P. is available to give scope to growth, we fulfill the creative concept of our service by developing his latent and discoverable powers for further advancement. Rehabilitation is not complete until the individual has reached the highest desired expression of his true potentialities. These potentialities are not always immediately discernable. An individual might go through several stages of improving employments before he reaches his particular optimum. What is important, is that he should not feel deprived of the opportunity of betterment by being "stuck" with the good job he is doing now. Although his success is ad-

mittedly important not only to himself, but also to his agency, and all other blind people looking to his good works to improve their own expectations, it should not be at the cost of his own advancement. That way we would very quickly lose the regard of our client, and the good will of his intimate friends and associates. Promotion is, therefore a salutary means of satisfying desires, harnessing new drives, gaining friends, and influencing people. As Overstreet, himself says, "a man is at his best when he is doing his best at what he can do best."

In conclusion, Mr. Chairman, may I repeat that the value of a Business Enterprise Programme to general employment, and to the individual blind person lies in the massive contribution it is making to our overall rehabilitation. Without the B.E.P. we drop one of the very real achievements of this century. With it we have a springboard into the future, equal to the demands of our changing times. It is the hope of those who seek a more satisfying career. It is the very salvation of those who, losing sight, but rising from despair find their way again through its opportunities to a normal, useful, and optimal life. Lastly, it encourages the ambition of the student to face his future with high morale and determination.

To close then, Mr. Chairman, I am convinced that under the changing pressures of our time a strong B.E.P. continues to invite our confidence and assure our progress.

THE VALUE OF A PROGRESSIVE BUSINESS ENTERPRISE DEPARTMENT IN A WELL-INTEGRATED PROGRAM FOR THE BLIND

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Public Relations and Fund Raising

To assess values with the terms of reference as above defined, one must look at the whole question in the light of the historical development of work for the blind. For instance, if one had asked this question twenty years ago, the answer might have been quite different from what it is today; even ten years ago would have produced a quite different answer. This implies that the impact of ideas works slowly in the public mind.

It would seem that any answer to this question must always be in two parts. The value of a progressive enterprise department in a well-integrated program for the blind in relation to public relations is one thing and the effect is immediate in its positive qualities. In relation to fund raising it still is, and definitely was in an earlier period, quite a different reaction, in that it did not promote sufficient administration to adequately loosen the purse strings, thus when we look at it as the placing, training and establishing of blind persons in business it does create a considerable public administration for the self-reliance and general capacities of the blind person towards his own rehabilitation. This admiration can be present and it can develop to the full and yet the Agency which has promoted it is not calculated to receive anything but scanty benefit.

The mere fact that the blind person is in business and apparently earning his own livelihood obviates any necessity for any members of the public to contribute anything in the nature of tangible funds. This has been too often our experience; more particularly twenty years ago; not so much ten years ago; and much less is it our experience today. Thus the Agency entering upon business ventures as part of its general integration must be prepared to benefit only as the result of a long-run period which allows the public mind to absorb the value of the idea and to correctly appraise it.

The staff and employees of one industrial plant, while subscribing willingly to other welfare agencies, did not allocate any of their budget to our Agency for the blind for the simple reason that a blind person was operating a service canteen or cafeteria within the plant. Obviously they felt they were doing the

* Visually handicapped.

full duty of man towards the Agency and the rest of the blind people by giving their trade patronage to one sightless person. We have had innumerable experiences of this kind. Door to door sales by blind persons and the sale of the products of our sheltered shops have produced similar reactions. The tendency has been for people to feel that their total obligation is filled by buying an article produced by blind persons.

Much of what we are emphasizing here was in the past. The steady development of the work of the well-integrated agency and a much more well-integrated education and publicity program, together with the higher level of prosperity of the general public are some of the factors that have gradually broken down the barriers and have served to reveal the total picture, i.e., that individual blind persons can be trained, rehabilitated and put on their feet in business due to the work of a well-directed agency and when this idea not merely dawns on people but becomes well established in their minds, they become ready and willing to accord to the agency their generous support in an immediate and tangible manner so that it may be said in reference to our pioneering days, that we were largely dependent for support upon the more highly informed citizen, the larger business corporations and those constructively sympathetic persons who are by nature philanthropic. In other words, it was not easy to broaden our sources of support to include the total mass of the population as it is today. Therefore, to answer the question which confronts this panel, everything would seem to depend upon the phrase "a well-integrated agency" or just simply "well-integrated" as contained in the terms of reference.

Value of any part of the undertaking must be a reflection of the value of the whole. A business department, yes; a public relations department, yes; a well-directed fund raising department, again yes; the three working together inseparably and becoming vitally linked in the consciousness of every citizen, every corporation and every government. Welfare activities on a total front are indivisible and must all move together towards an objective that is only reached when it is able to enter into the sympathies of the members of public.

VALUE OF RETAIL SYSTEM OF CONTROL OF BUSINESS ENTERPRISES AS OPERATED IN CANADA

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So that you may all quickly understand the subject matter, I will describe "Retailing" as we have it here in Canada and I should say more particularly in several of the Divisions of the C.N.I.B.

Primarily and definitely it is *Cost Accounting.*

For many years in the Ontario Division we operated businesses without knowing what results financially we should expect. To try and get to the answer *what should we have* and not just the result *we have,* we started to retail a set period. In as much as it was our practice to have quarterly inventories, we started by doing a check on a three month period of some businesses that we thought to be operating inefficiently i.e. as to gross percentage of profit and at the same time we checked some we thought to be operating efficiently.

We took the inventory at the start of the period and figured its value at retail. To this we added the purchases for the period at retail and from the resulting total we deducted the selling or retail value of the inventory at the end of the period. The answer was the value of merchandise sold at retail or the Sales *we should have had during that period.* For example the opening inventory at retail is $100.00 and during the period purchases at retail selling value were $900.00. At the close of the period if the inventory at retail is $200.00, than the value of merchandise at retail used during the period was $800.00 which should be the SALES in CASH.

Subsequently the superintendent of the

Central Western Division of the C.N.I.B. carried this further and their system of continual retailling i.e. charging our business at retail has been adopted by the Ontario Division. I might say that this retailing is applied at present only to dry or cigar stand type businesses, it being much more complicated to carry on the same procedure with cafeterias.

What does retailing do for us? It tells us how much money a business should make or lose—not just what we did make or lose, as was the result from our former ordinary system. To emphasize the importance of knowing the correct financial picture of a business I would like to point out that Dun and Bradstreet, the universal recorders of businesses, state that many businesses fail because the records are so inadequate that the proprietors didn't know when they were bankrupt. They went on their merry way, cashing their pay cheques when actually they were spending the funds of the creditors.

Without going into the fine details, I would like to repeat the basic steps in retailing.

1. We know the retail selling value of the inventory at the beginning of a given period.

2. To this inventory we add the retail selling value of the purchases for the period.

3. To this total retail selling value, opening inventory plus purchases, we deduct the retail selling value of the inventory at the end of the period.

4. The resulting figure is the amount of merchandise at retail sold during the period or in short *The Sales.*

Why bother to do all this? To obtain the correct financial possibilities of the business. This cannot be done by comparing cost results only of different business which appear to be similar. The proportion of profit items sold by our different business is not the same and hence the resulting gross profit percentage is not and should not be the same. We have found from experience that business that outwardly appear to be similar have a resulting gross profit percentage difference of as much as 10%.

Knowing the correct results, it tells the management of the department where to place their efforts. We don't waste time on businesses that appear to be outwardly inefficient but which are proven by the retailing to be efficient and also we do not spare our efforts when we find a business that outwardly appeared to be efficient but was proved by retailing to be inefficient.

The manager of a location is better equipped to operate his business if he knows his problems and on this retailing system, there is no difficulty in explaining clearly the results. On the ordinary cost system he sometimes could never be convinced.

With Retailing there is, therefore, no guess work as to the financial possibilities of a business. I conclude by saying that the value of the retail system of control is that knowing the correct financial facts, decisions can be properly made.

VALUE OF WELL ORGANIZED SUPERVISION OF A BUSINESS ENTERPRISE

WILLIAM DONALDSON, Operations Supervisor

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Montreal, Quebec

Good supervision of any business enterprise is essential but to be more specific I have listed four results of good supervision in connection with business enterprises operated by the blind.

1. Good Supervision—makes better working conditions for the blind employed.

2. Good Supervision—by increasing efficiency gives us the funds to improve the incomes of the blind employed.

3. Good Supervision—by instilling confidence in general industry is instrumental in our obtaining more and better business locations, hence better jobs, for the blind.

4. Good Supervision—by proper liaison with company management is creating more interest in the blind cause and confidence in the abilities of the blind in the minds of influential business executives.

Before continuing too far I would like to tell you the qualities of a supervisor and also the position and function of a supervisor in

general business. I don't profess to have thought up these descriptions of the "Robot Supervisor" and his duties. I have taken the description of a supervisor from the book Studies in Supervision published in 1945 by McGill University of Montreal. This book contains a series of lectures given by eminent people on that subject at the University in 1945. This description of a supervision is by Dr. Lydia G. Giberson, Chief Psychiatrist, Metropolitan Life Insurance Home Office, New York City. I quote:

"These are the qualities a supervisor could have and seldom has in toto: (1) Physical and nervous energy in abundance; (2) Intelligence with its special evidences, Imagination and a Sense of Humor; (3) A sense of purpose and direction combined with technical mastery; (4) Enthusiasm, friendliness, integrity, common sense, good judgment, decisiveness, courage to stand up to one's convictions and faith in human beings; (5) Emotional stability as shown by patience, tolerance, equanimity, kindliness, fairness, open mindedness and insight into other difficulties; (6) Teaching skill. Summed up in one word 'HUMANENESS'."

This world wonder if he did exist would be your boss and mine.

When speaking of a supervisor, I am referring to the person holding that position as in the Ontario Division, Cafeterias and Stands Department of the Canadian National Institute for the Blind. He is the individual occupying the position between the cafeteria manager and the manager of the department. In Ontario the C.N.I.B. operates some 180 businesses some of which are cafeterias and others dry stand type or cigar stands, and employees twelve supervisors, some partially sighted and others totally sighted.

Now after having the description of the perfect supervisor as given by Dr. Giberson, here is the description of the job of supervision as taken from the same book Studies in Supervision and the lecturer is Dr. Elton George Mayo, professor of Industrial Research, Harvard University. I quote: "It is the or one of the most important aspects of management. It is management at the actual point where work is being done. It is the application of science and technical skill to some material production. The organization of operation. The organization of sustained cooperation."

It is easy to see how these could be broken down into many phases but that would be getting away from my subject which I believe, in as much as we are workers for the blind, should be in relation to Supervisors and Supervision of Business Enterprises for the Blind.

No doubt in our supervisors we desire all the qualities described by Dr. Giberson and also the function of our supervisor would be basically as described by Dr. Mayo. However, from our standpoint as Workers for the Blind, I believe these two are most important after having let us say an intelligent subject as a start.

Emotional Stability as primarily exemplified by Patience and Kindliness, because in many cases we are working with and training an individual whose previous experience and station in life would not ordinarily if he were sighted put him in the field of business and more particularly cafeterias and stands. Hence the need for patience and kindliness during the transition process.

The other most needed quality I would pick to be a sense of purpose and direction because while teaching, he has many frustrating experiences while attempting to keep in mind: (1) The social service attitude; (2) He must satisfy the customers and the company in which the business is located; and last but I should say very important, (3) He must see that the business is efficient financially.

When speaking of supervisors, I have referred to men, but we also do have very qualified women supervisors doing an excellent job.

Because, of the need of so many qualities and also the fact that to operate efficiently our supervisor must be mobile, I believe we need sighted supervision, or partially sighted i.e. with sufficient vision to enable them to efficiently carry out their duties. We are I believe better able to solve our operational problems with a sighted supervisor who is more flexible and also his past experience both in business and perhaps general life is broader and his continued involvement in sighted activities is a valuable asset to his work. He is more able to deal with his problems impartially as there is no personal connection between himself and his charges.

In our day to day meetings with business people some remarks do amaze one. Recently

Mr. Strong and I talked with a business executive, who when cafeteria operation came up remarked in words similar to these "But how can these blind people prepare the food". It is surprising that this type of individual does not realize that sighted help is necessary in the operation of a cafeteria. Our policy at C.N.I.B. is to have competent sighted help to prepare and serve the food and look after proper sanitation.

Good Supervision with its proper liaison with company management is gaining the confidence of industry by demonstrating the ability of blind business managers to operate on a competitive basis.

We, i.e. the C.N.I.B. are operating cafeterias for many large companies. These companies are leaders in their field of endeavor because they are efficient. They do not engage caterers out of sympathy—it is strictly business. They choose the caterer because he is the best—they have to have confidence in him. I feel that some of that confidence stems from the knowledge that we have good supervision. This well organized supervision is making more and better jobs for the blind. Again I would like to say to emphasize, that I feel that well organized supervision is making more and better jobs for the blind, and after all that is why we have a business department.

RECREATION FOR BLIND ADULTS—A SURVEY

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The President of the American Association of Workers for the Blind appointed a recreation committee in 1954. The committee immediately undertook two projects; (1) the preparation and distribution of a recreation newsletter, and (2) a survey of organized recreation for blind adults. This is a brief report on the survey.

Purpose of the Survey

Until now information had not been assembled on the relative importance of recreational activities from the agency point of view. What recreational activities are most widely conducted by agencies for the adult blind? What are the most important and widespread problems facing agencies in the field of recreation for blind adults? It is hoped this survey will throw light on these questions.

The Method

The committee prepared a two-part questionnaire. In the first part activities considered to be reasonably common among agencies for the blind were listed so that they could be checked as being carried on either with groups or individuals. The respondents were also asked to list other activities not shown on the questionnaire. In the second part of the questionnaire respondents were asked to list their three most pressing problems in recreation.

The questionnaire was sent to 100 agencies known to be carrying on some recreation and to 300 hometeachers, fieldworkers, and caseworkers. It was reasoned that these people are carrying on the recreational program of state agencies for the blind.

Summary of Returns

Returns were received from 79 agencies for the blind and from 41 workers in the field. Included in the replies were five from Canadian agencies and one from England. The foreign replies did not differ markedly. It would appear that the survey of agency recreation is fairly complete. Some of the state agencies preferred to let their workers in the field answer the questionnaire as individuals. If the survey had been limited to private agencies for the blind, some activities, such as parties and picnics, would appear as being even more widespread.

The survey was not very successful in determining what recreational activities are commonly carried on by hometeachers, fieldworkers, and caseworkers. It would appear

* Visually handicapped.

that many of these workers expect the private agency to fill the recreational needs of the blind adult and thus do little toward this end themselves. Quite often workers merely act as recreation advisors and spend little time in actual participation or instruction. For example, they might describe how cards can be played by the blind and where a Braille deck might be obtained. Some of these workers lack time, ability and interest to encourage recreation.

The most common activities offered by agencies to groups of blind adults are parties and picnics. Next in order of prevalence are cards, community singing, social dancing, bowling, bingo, reading, clubs, and needlework. At least 25 agencies offer checkers, swimming, and leathercraft. Activities found in fifteen to twenty agencies are dramatics, ceramics, typing, home economics, camping, and folk dancing. Next in order of prevalence are fishing, excursions, and roller skating. Five or more agencies offer to groups metalwork, chess, gardening, basketry, weaving, and public speaking.

It would appear that a factor of some importance has been overlooked. Cards and bowling probably are much more popular with the young than the old blind. Bowling is quite active while card playing requires the totally blind to read Braille. Many older blind people do not learn to read by fingers. Since a large percentage of those attending agency activities are elderly, age is an important consideration.

A variety of recreational activities are provided for blind individuals by agencies and workers in the field. The most common of these activities are typing and needlework. Other very common activities are leathercraft, cards, reading, home economics, checkers, and gardening. Activities reported by fifteen agencies or workers are woodcraft, ceramics, fishing, weaving, singing, swimming, and excursions. At least five agencies offer individuals metalwork, bowling, skating, and dramatics.

There can be very little doubt as to the universal importance of providing and encouraging recreation for blind adults. Any agency wishing to aid in the general welfare of the blind should give considerable time, thought, and money to recreation. A new agency, or one with little money, should concentrate on those activities which have been found to be most universally successful. The listings resulting from this survey indicate the relative difficulty of successfully promoting activities on a popular basis.

On the second part of the questionnaire three problems were reported twice as frequently as any others. These are; (1) lack of money, (2) lack of transportation, and (3) lack of volunteers. Twelve agencies reported a lack of suitable literature and eleven mentioned the lack of trained recreation leaders. The next most frequently listed problems were lack of interest on the part of the blind, and age and background differences. Somewhat less prevalent problems are; (1) inadequate facilities, (2) scattered population, and (3) lack of ideas for older people. The difficulty of interesting the blind in mingling with the public was reported by five agencies. Five workers reported that they did not have sufficient time in their schedule for recreation. About ten per cent of the returns did not list any problems.

If recreation is to assume its proper place of importance, its most widespread problems must be solved. Now that these problems have been identified, workers and the committee making this survey can better direct their efforts.

Many people do not volunteer their services because they are not at ease with blind people. To overcome this problem, some agencies conduct volunteer training courses, while others issue booklets telling how to help the blind.

One way to overcome the lack of trained recreation leaders is to encourage visually handicapped young people to enter this field. Employment is likely here, but the salaries are not high.

Most agencies follow a policy of encouraging only the more talented visually handicapped individuals to take all of their recreation with the sighted public. The general feeling seems to be that all blind people have neither the urge for independence, nor the qualifications necessary for such success. It has also been pointed out that one cannot enjoy recreation when he is trying too hard or when he feels ill at ease with the public. This survey seems to indicate that most agencies believe recreation should be fitted to the needs of the individual.

Conclusion

There is a place for the agency in the recreation of the blind, and there is a place for some of the blind in the recreation of the general public. Recreation of the blind is now quite widespread, but more expansion is desirable along with improvement in the quality of program. Your committee hopes to make some definite contributions along these lines.

RECREATION AT THE LIGHTHOUSE

MAURICE CASE, Recreation Director

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New York, N. Y.

Philosophy, Principles and Objectives

As long as man has lived he has indulged in some form of recreation. Recreation is a spontaneous invention of man, as basic to his nature and his survival as his need for food and shelter. Recreation is many things to many people. Its activity expressions are inextricably bound up with contemporary culture patterns and society-value attitudes.

As we pose on the threshold of the atomic era we witness tremendous material development. Science and technology offer us mechanical servants and conveniences, wondrous products and medicines, rapid worldwide communications, all designed to give us a longer, fuller, more comfortable life. Paradoxically, we find this "enriched" life characterized by physical underfunctioning, frustration, cynicism, worry and tension. We are just beginning to understand that boredom can be one of our deadliest diseases; that idleness and uselessness can kill as effectively as a material projectile or a dose of invisible radiation.

Leisure time is a relatively recent concept in our culture. Only yesterday a 60-hour, 6-day work week was commonplace. Qualitative creativeness, idealism, and high moral values were inherent in daily toil.

Every day you can read in newspapers and magazines about improved automation. This month a national Union, in annual convention at Atlantic City, considered a recommendation for a 4-day, 30-hour week. Recently, a giant corporation specializing in the industrial use of atomic energy predicted that soon 7 hours of labor will turn out the equivalent of our current weekly production.

Mass man has triumphed, but what shall it profit us to conquer time and fail to utilize it for the enrichment of living?

Recreation is not a panacea; but leisure must be recognized as useful time within which recreation can contribute to better physical and psychological balance, assist in relaxation from tension and frustration, and bring into action areas of the mind and body that are neglected in modern living.

If recreation is so important in all our lives, how much more significant it must be in the lives of persons whose physical handicap imposes additional personal, social and economic obstacles and limitations.

In our work at the Lighthouse we are concerned with people, for the most part normal persons, who are deprived of the physical sense of sight. The effects of this deprivation are overemphasized and minimized. "A mere nuisance," say some, "totally disabling," say others, both judgments based on deeply-involved, emotionalized opinions. Relatively few scientific facts are available regarding blindness and its so-called effects. From experience we should be wary of conclusive pronouncements for there, at the next turn in the road, is a blind person to confound us.

These days there are none so foolhardy as to deny individuality. Indeed, it is a ready and pious shield behind which many continue their approach to blind people as if they were either sainted or tainted. It is time to stress similarity, the quality sameness of all basic human needs; couple this with honest and sincere appreciation of democratic dignity, worth, and right of self-determination.

Recreation Referrals

Our home teachers, 14 of them, have the principal responsibility for establishing the kind of relationship that continues positive links with the past and develops new links with the present. We try to reach the newly-blinded person quickly, where and how we find him. Mindful of the deep shock that

comes with awareness of blindness, our approach is designed to combat immobility, isolation and despair. Gaining acceptance, getting the person to talk, to try to do for himself, to move; getting the understanding and cooperation of others in the household, these are the familiar, traditional aspects of the home teacher's job. Later come the arrangements for getting to the Lighthouse for training, employment and recreation. Busy preparation, facing the outside, and traveling are next in the plan to lessen opportunity for commiseration and devaluated self-esteem. At the Lighthouse there is direct personal contact with other blind persons who have met a similar reality. They are active, alert, normally jolly, interested in life and in plans for tomorrow. They seem to understand your fears and they accept you as you are. Soon you begin to accept yourself as you are. This is the true beginning of rehabilitation.

Participants and Program

Each week 778 individual men, women and children (ages 6 through 82) regularly participate in Lighthouse recreation. We are open 6 days a week, averaging 125 persons per recreation day. A recreation day comprises 8 hours of activities, from one to nine p.m. To better meet the varied needs of our many participants, we have tried to develop a balanced and extensive program of activities. The participation chart which follows shows the specific opportunities for choice of activities in the major areas of recreation program. The figures are weekly individual attendance numbers for the activity.

A—*Sports and games*

1. Bowling	149
2. Swimming	21
3. Gymnasium	14
4. Roller skating	69
5. Game room	76
6. Bingo	116

B—*Arts and Crafts*

1. Ceramics, pottery, sculpture	103
2. Sewing (dressmaking)	89
3. Novelty sewing	57
4. Millinery	19
5. Knitting	22
6. Cooking	15
7. Home nursing	16
8. Crocheting	7
9. Rug making	6
10. Metal, leather	36
11. Painting	18

C—*Music* (exclusive of our formal Music School)

1. Glee Clubs	31
2. Folk singing	17
3. Guitar	53
4. Recorder	11
5. Harmonica	6
6. Music appreciation	11
7. Orchestra practice	12
8. Rythm band	16

D—*Dramatics*

1. Senior group	5
2. Junior group	6
3. Another junior group	15
4. Workshops	21
5. Children (3 groups)	14

E—*Dance*

1. Social dancing	164
2. Social dance classes	81
3. Square dance classes	14
4. Tap dance classes	7
5. Spanish dance class	4
6. Ballet	8

F—*Special Events*

1. Parties and entertainments	40-350
2. Forums and speakers	25- 85

G—*Literary*

1. Reading groups	71
2. Discussion groups	48
3. Script writing	6
4. Creative writing	4
5. Typing	32
6. Fun with braille	7

H—*Trips & Outings*

1. Teen-age club	11
2. Children's outings	15
3. Seasonal outings	85

I—*Clubs*

1. Women's Club	133
2. Men's Club	92
3. Young folks club	65
4. Teen-agers Club	45
5. College Club	24
6. Transcribers Club	23
7. Willing Workers Club	23
8. Pinochle Club	8
9. Young men's Club	21
10. Boy Scouts	8
11. Camp Fire Girls	9

12. Intermediate boy's club 31
13. Trip-O-Month Club 11
14. High School seniors club 5

J—*Food & Refreshments:*

Provision for eating is necessary since our members are away from home for 9 to 10 hours. The majority of our folks have limited incomes and having supper outside is too expensive and too difficult. Supper is therefore an important activity in our program. Nowhere else do we get the relaxed sociability that comes with partaking of food with friends. Our dining-room is comfortable, with formica-top tables for four, and our kitchen is a model of stainless steel, cleanliness and good cookery. No doubt this is our most expensive program activity but in relation to the positive values which seem to accrue, we consider it a desirable expenditure of agency funds.

Staff

It takes considerable staff to operate such a comprehensive recreation program. We have 39 staff members, 12 of whom are full-time workers: Director, assistant director, transportation coordinator, dramatics coordinator, arts and crafts and ceramics workers, receptionist attendance worker, two secretaries, cook, assistant cook and kitchen assistant. Excepting the transportation coordinator, who is a partially seeing person who was once totally blind, all the full-time staff members are trained recreation workers. The part-time workers are skilled instructors in bowling, dancing, swimming, sewing, millinery, knitting, rugmaking, etc. Nineteen of our workers are visually handicapped of whom 11 have no sight.

Supplementing the professional staff are 201 regular volunteer workers who act primarily as assistants. Of course, sometimes a volunteer worker is better than a paid worker. On the whole, we have found it best to center responsibility for the activity—supplies, equipment and safety—with a paid staff member. About 10 per cent of our volunteers are college students assigned to the Lighthouse for community field work experience in connection with their courses in sociology, education, psychology or social work.

We certainly need our volunteers. We extend ourselves in every way to show them that we appreciate their interest and efforts. To voluntarily do for others is a precious democratic opportunity and we try to make full use of this resource.

Facilities

The 7-story Lighthouse is located in midtown Manhattan, New York City. It is readily accessible by bus, subway and car. In the building we have 2 modern standard bowling alleys, a small swimming pool, a 400-person auditorium with modern stage, (our senior drama group, the Lighthouse Players, in existence for 31 years, has an enviable reputation for its excellent professional performances) game room, TV-lounge room, dining room, kitchen, ceramics room with 2 kilns, kitchen-lounge room for lunches and cooking classes, typing room, teen-age lounge room, handicrafts room, 2 large rooms for small meeting groups of approximately 50 which we use for small dances, club meetings and dance classes, a play roof, and many non-equipped rooms for reading groups, forums, etc.

Off-Premises Recreation

To meet some of the recreation needs of those who live too far from the Lighthouse, we have this year organized several recreation units centered in outlying districts. In one Borough we utilize the facilities of the Elks Club; in another we have for use the auditorium in the building owned by the local American Legion. Programs in these borrowed facilities are necessarily limited in scope and flexibility because the space needs of the parent clubs come first. However, this initial effort to bring recreational activities where they are needed is, we hope, the beginning of a developing program which will lead eventually to the acquisition of our own facilities.

Camping

Camping is recreation outdoors. The Lighthouse owns and operates 3 summer camps: Munger Cottage for small children, Camp Lighthouse for teen-agers and young adults and Riverlight for older adults. We also utilize the facilities of other organizations to provide special vacations for exceptional adults and children. In 1954, 534 persons received vacation services.

This summer we are embarking on a new venture. We have organized a Lighthouse Summer Day Camp for 22 children, ages 8

through 12 years, to be operated in conjunction with a regular community day camp, the Queens Child Service League. We are providing staff, transportation, supervision and programming. Wherever possible, activity integration with the sighted children will be attempted. The children come from our regular recreation program. They will be at summer day camp for 6 weeks.

Transportation

Restricted physical movement is one of the first realities that plagues a blind person. The majority of our members cannot get to and from the Lighthouse without assistance. There are some with certain types of usable vision who can travel during daylight and require transportation home only. A few men, fewer women, travel without direct assistance from us, using canes, guide dogs and friends. Most of our members, however, depend upon motor transportation. We have 3 Lighthouse station wagons. The American Red Cross assists us with 13 car trips weekly; the AWVS with one car. We utilize the services of a private taxi company for the major part of our transportation. The cost of this private car service is approximately $400.00 weekly, and this service transports approximately 200 persons. Occasionally, for special parties we use volunteer guides and chauffeurs.

Operating Cost

For the purposes of this paper, only the principal annual recreation cost items are being given.

Salaries	$36,200.00
Transportation	16,800.00
Sundry supplies and expenses	2,400.00
Restaurant, food and refreshments	21,000.00
Summer vacations	45,000.00
Off-premises recreation	1,000.00
Total	$122,400.00

Not included in the above are: capital item expenditures, utilities, maintenance, telephone, stationery and general administration.

Looking Ahead

Recognition of the importance of professional recreation as an integral part of our total agency rehabilitation service is attested by the tremendous growth and development of the Lighthouse Recreation Division in the past 10 years. The summary chart below shows this growth.

Staff	*1945*	*1955*
Full-time	2	12
Part-time	8	29
Volunteers	24	201
Clients	150	778
Recreation budget (exclusive of vacation program)	$4,171.00	$77,400.00

For the immediate future we contemplate only little expansion in size at our center. We always accommodate special referrals from our Home Teaching Division. We are planning further development of off-premises recreation. We hope to continue to emphasize the small group and utilize activities as a method of individual development through interpersonal relationships. Conversely, we will continue to minimize non-participating, "we-just-sat," large mass activities. Mindful of the fact that more than 60 per cent of our registrants are over 50 years of age, our programming has been geared to the needs of our senior citizens. At the same time we have not found it necessary to have different activities for the older person. Most of them know their physical limitations and choose the more passive activities like bingo, arts and crafts, singing groups, forums and music appreciation. However, some also bowl, swim, dance and roller skate.

Recreation, preventive and therapeutic, is an important pillar of the solid foundation that has sustained the Lighthouse for the past 50 years. Together with Adjustment, Training and Employment, a multiplicity of experience-tested services are offered, all designed to help a visually handicapped person accept himself and carry on as a self-respecting, contributing member of society. Much of the growth and development of recreation as a significant partner in this extensive approach must be credited to the energetic and indefatigable Director of Services, Miss Marian Held, who, together with our most understanding Executive Director, Dr. Philip S. Platt, helped us to grow in planning facilities, equipment and staff.

THE PHOENIX CENTER FOR THE BLIND

*KENNETH HERBERT, Director

Phoenix Center for the Blind
Phoenix, Arizona

The Phoenix Center for the Blind is sponsored by the Co-ordinating Council for the Blind of Arizona. Whatever measure of success we may have achieved in the less than four years of our existence is due to teamwork between the many component parts. In giving you a brief outline of the history of the Phoenix Center for the Blind, its structure, its potential, its program, and its financing, I hope to show how planned recreation can be brought to the blind population in communities where such a program has not seemed feasible.

It is only fair to say here at the beginning that any work for the blind is very new in Arizona. A few service organizations were doing what they could now and then, helping some individual or staging a party for the blind—some realizing that this was not meeting the basic need of the blind. Nor could any one organization meet this need.

In 1947, representatives of these organizations met and established the Co-ordinating Council for the Blind of Arizona. In 1948 they they brought the first home teacher to Arizona. Having thus established its value, the Arizona State Legislature appropriated funds for home teaching in 1950 when it became a function of the Blind Services Division of the Welfare Department. In 1951, the Council opened the Recreation Center for the Blind. This name was recently changed to The Phoenix Center for the Blind.

The Council is responsible for the policy of the Center, its basic operation and its financing.

The Center operates with but one paid employee, the director. Therefore, it relies almost entirely upon volunteer services—staff volunteers, transportation volunteers, and the Auxiliary.

Staff Volunteers

The chairman of the staff volunteers is a member of the Council, who recruits the volunteers and schedules their time. There are 52 volunteers on the list. Twelve serve regularly every week. The others are ready to fill in whenever needed. In addition to these 52, the Womens Guild of one of the large Phoenix churches has been staffing the Center one day a week for the past three years. Each member is scheduled for a certain time at the Center. Most of our volunteers have been recruited through the churches, although a number of them come of their own volition after learning of our organization. Several are retired school teachers, others are busy housewives, willing to give a few hours of their time to public service. These volunteers serve as instructors, clerical workers, readers; they help with correspondence and in general are the eyes for those who need them.

With so many different persons serving, few serve often enough to become thoroughly familiar with the workings of the Center. To assist these volunteers and those who serve more frequently, I have prepared a "Handbook for Volunteers". No one day is like another, neither yesterday, a week ago nor a year ago. However, there are a few rules to be observed and a number of general questions and situations with which they may be confronted. In this Handbook, I have attempted to advise them of the services available to the blind, not only through our agency but also through other agencies in the state, and how they may be contacted; also, a few "dos and don'ts" in assisting the blind, and a brief history of the organizations using the Center. The Handbook has not been distributed as yet, but it is hoped that a more efficient working staff will result from it.

Transportation

There are always a certain number of persons who are unable to travel or use public conveyances alone, and for these, some means of transportation must be provided. Through appeals on the radio, in the newspapers, to service clubs and the churches, we now have and active list of over 150 drivers. According to the chairman of the transportation com-

* Visually handicapped.

mittee, who is also a member of the Co-ordinating Council, and average of 73 cars a month is needed. Wherever possible, participants are encouraged to arrange for their own transportation from among their friends or family. We have found a few cases where the head of the house is opposed to the blind member of the family taking part in any activity outside the home and is, therefore, completely uncooperative. It is difficult, in these cases, to explain this attitude to the volunteer, who gives his time and his gas to pick up this individual, only to find a car parked in the driveway and the rest of the family enjoying an evening at home. These families, however, are becoming more and more cooperative as the morale of the participant has been raised and they are becoming aware of the value of our program.

Auxiliary

The Auxiliary of the Maricopa County Club of the Blind is another group of volunteers, though somehow they are not generally thought of in the light of volunteers even though their every deed and purpose is in volunteer service to the blind. This group, organized in April, 1952, was started with five members and now has an active membership of 35 men and women. The Auxiliary plans and serves the dinners and refreshments at all the social functions at the Center. Recently, they have undertaken to conduct a sewing class twice a month. In these classes, they give pointers on sewing and mending. They do minor mending for those unable to do so for themselves. Their service is not limited to the Center. They have stepped in to help a number of individuals with personal problems. This group is always available, tying up the many loose ends which develop, and do many of the chores that are not expected of the staff volunteers, such as the care of the kitchen, the curtains, clean linens, and other drudgery routine items.

Financing

We are a private agency and receive no financial support from county or state funds. Neither are we supported by Red Feather or Community Chest funds. Our needs are met entirely by private contributions, donations from service clubs and business firms and through fund raising projects sponsored by the Co-ordinating Council. In 1954, the Council sponsored a jalopy race, which netted $1652.00. During the year, $1700 was obtained through individual donations. $340.00 was received from the Thanksgiving offerings. The Center obtains one-third of the contributions collected in all the Phoenix churches, which are members of the National Council of Churches. Donations from individual organizations amounted to $430.00, and the amount received from Council dues was $30.00, making a total of $4152.00.

The following is a list of operating expenses, less the salary of the director. You will note, also, that there is no reference to rent. This is due to the fact that the city of Phoenix has granted us the use of space in the Administration Building of a city housing project.

Janitor Service	$360.00
Center Supplies	165.47
Craft Supplies	339.30
Utilities	34.80
Food	116.19
Repair to Equipment	36.00
Hobby Show	18.50
Sundry Misc.	388.61
TOTAL	$1458.87

Potential

This is one factor which should be considered first. However, in our case, it was considered last. This was due to the fact that there was already a fairly large group of organized blind men and women in Phoenix and their numbers seemed large enough to the Council to justify the expense and the work. It was this group of blind, the Maricopa County Club of the Blind, which urged the establishment of the Center and workshop. At the time the Council was considering these proposals, the State Department of Public Welfare announced that it was about to launch a workshop for the blind. The Council then turned all its attention to the establishment of the Recreation Center for the Blind.

It is important to study the potential, not only in formulating plans for a recreation center, but also in program planning. Phoenix has a population of 152,400 within the city limits, which covers approximately 18 square miles. Within the city limits there are

approximately 6246 persons per square mile. This compares to the 25,146 per square mile in New York city. Peoria, Illinois, a town approximately the same size as Phoenix, has 8,671 persons per square mile. The blind population of Arizona is below the national average, being 1.4 per thousand population. This means that in Phoenix we have approximately 213 blind men and women. However, 70 percent are over 60 years of age. In our own group there are only 3 persons in their twenties, seven in their thirties. The rest are from 40 to 84 years of age. With such a wide range of ages, it is difficult to plan programs that will appeal to all.

Due to infirmities of old age and other physical handicaps, together with an unwavering anti-social attitude on the part of some individuals, no agency of our nature could expect to have 100% participation. Further, there are a great number of blind persons whose lives are full, who feel no need for the services we offer. We do not measure our effectiveness entirely upon a large attendance. We take great pleasure in learning of the new outside activities in which any of our folks have become interested since taking part in our program.

PROGRAM: In 1951, when the Council turned its attention to the establishment of the Recreation Center for the Blind, it was their intention to have a place where the blind of Phoenix could drop in to meet with friends and also where organizations of the blind could hold their meetings—a place where those living alone could have help with their correspondence.

As in any recreation program, we attempted that first year to offer as wide a variety of activities as space and facilities would permit. An organized recreational program in which blind persons can participate side by side is one of the best ways to restore courage and initiative. And such a program should be undertaken wherever possible.

In crafts, we had ceramics and weaving on frames; also, some copper embossing, dance classes, parties, discussion group meeting, lectures, recitals. There were also First Aid Classes and a Garden Club was formed. All of these activities were in addition to the regular meetings of the Maricopa County Club of the Blind, which met twice a month. Most of these activities are still carried on with a few additions.

Beginning last Fall, one day a week was set aside for crafts. Each participant brings his own lunch, except for the beverage, which we furnish. There are seldom less than twenty persons on hand for lunch that day. The same is true for the Friday Speakers Club. This group meets at noon on Fridays for lunch and then discusses a previously chosen topic of the day, choosing a different chairman for each meeting. An average of twelve to fifteen persons usually take part in this activity. On other days of the week, there will be from four to twelve persons on hand for lunch. These people are at the Center working on some project of their own or attending some committee meeting. The White Cane Players was organized this year. It has but nine members thus far, a figure hardly worth boasting about but a start, nevertheless. We have an upholstery class, which has been limited to four persons due to space, cost of materials and the newness of the project. The sewing class, also inagurated this year, is conducted as part of the regular craft day.

Our Hobby Show, which is the climax of our spring program, has been conducted annually for the past three years. Ribbon awards are made in the various kinds and classes of hobbies; craft work, baked goods, flowers, and collections. This show has aroused considerable enthusiasm among the participants as well as from the public, which is invited to attend.

Attendance records were not immediately kept. However, in the first regular fiscal year, 1952-1953, the attendance was approximately 3,300. During this same period, 1954-1955, the attendance was 4,726.

We, who have been in recreation work for any length of time, have seen the results of such a program. New courage and initiative and self-reliance gained through participation in social and recreational activities is extremely gratifying.

Working with small groups has its advantages in that the participants can be given more individual attention and can take a more active part.

A small agency such as ours cannot offer as wide and diversified a program as a larger agency, with its vastly greater number of par-

ticipants and financial resources. But with careful planning, a well rounded program can be developed to encourage participation. The program should include activities which are mentally stimulating, some to develop freedom of movement, others may be just simply educational. All these are important in the rehabilitation of the blind, as they help to restore initiative, confidence and self-reliance.

A newly blinded lady is feeling particularly helpless but is induced to join one of the craft classes. Here she meets other women, who have been blind for longer periods of time and who are doing their own housework, cooking, and many other things, which she thought she could no longer do for herself. It isn't long before the newcomer is telling of her exploits about the house, the same as the others. There is also the case of the young man, who came with his parents from one of the midwest states, to winter in the Valley of the Sun. This man, in his early forties, had been blind since childhood but with a limited amount of vision. He had lived an extremely sheltered life and had difficulty in even conversing with people and would certainly never think of getting up in a crowded room and expressing an opinion. He began taking part in activities at the Center. Among other things, he joined the public speaking class and later joined the dramatic club. He probably will never be a silver-tongued orator but he certainly is no longer afraid to get up and speak, and was looking forward to the future when he returned home. There have been a great many whose entire outlook on life has been brightened and who have received new hope and courage as a direct result of their participation in the activities at the Center.

The average person subscribes to the theory of recreation, but its results are perhaps not dramatic enough to capture his imagination or to excite enthusiasm. A blind person, introduced to the program for the first time, usually thinks that it is nice but that it is for someone else, not him.

It is unfortunate that recreation requires a constant selling job. It still has to be sold to those on whom we rely for support and to those who need to participate in a planned recreational program. However, this condition is not limited to the blind alone; all recreation programs are confronted with the same problem. In the field of recreation for the blind, we have one strong selling point and that is "rehabilitation", principally, "social rehabilitation".

It has been my experience, however, that most people associate rehabilitation with refitting a man for employment. If this were true, relatively few would benefit with 70 percent of the blind being sixty years of age or over. The vast majority would be above the employable age, even if sighted. It is the dread of being a useless and helpless burden upon his family and friends that is frustrating and depressing to the newly blinded person. As new interests are aroused and one's circle of friends become wider, self-pity, resentment and bitterness fade into insignificance. Recreation as a leisure time activity is just as important to those who have never seen as it is to the newly blind, seeking companionship and diversion. Therefore, it is the social rehabilitation of the blind that should be stressed in promoting a program of recreation for the blind.

Before concluding this paper, I would like to mention the group of organized blind men and women of Phoenix who, in 1950, instigated the establishment of the Recreation Center. This group, the Maricopa County Club of the Blind, was organized in January, 1948, to promote the social and recreational interests of the blind. It is the policy of this organization to be financially independent and to manage its own affairs, and it guards this principle zealously. Dr. William A. Robinson, noted negro educator of Arizona, who has been serving as a driver for members of the club and for Center activities for several years, once stated that, "There is more genuine brotherhood practiced in this organization than anywhere I have ever been". It is this same spirit of friendship and goodwill which characterizes all activities at the Phoenix Center for the Blind.

OPPORTUNITIES FOR BLIND MUSICIANS IN OUR SMALLER COMMUNITIES

* JOHN RAMSEY

Newcastle, New Brunswick

Three years ago, when I assumed the responsibilities of training a small Rhythm Band in Chatham Head, a community with a population of less than a thousand people, I had no idea that your Standing Committee on Music would, in such a short time consider my work of sufficient importance to justify my bringing it to the attention of so distinguished and influential a gathering of workers for the blind. The honor you have so generously accorded both the community I represent, and myself is one we shall long remember.

For many years I had deplored the fact that though a substantial number of competent musicians and music teachers are graduated from our schools every year, few, save those with exceptional talent, are able to make any constructive use of the excellent training acquired at considerable expense to the schools. Part of the fault, I believe, lies in the generally accepted theory that only in the larger cities can a career in the field of Music be realized. While this may have been the case a generation ago, it is certainly not true to-day. One need only consider the huge sales volume of all types of musical instruments and the ever increasing interest in Music as an integral part of the school curriculum by both parents and educators to realize the unlimited opportunities which exist in our smallers towns, and even rural areas.

In the spring of 1952, I was forced to vacate the small canteen, which I then operated in Newcastle, as the land was required for the erection of a modern town hall and recreation center. Although I knew that an application for another location would have received sympathetic consideration, I did not relish the canteen work, besides I had a flourishing tuning business which occupied me fully during the greater part of the year. My only problem was that climatic conditions made winter travelling difficult and uncertain, and detesting idleness, I cast about for a winter occupation. I found what I was seeking quite by accident, and only a few miles from home.

One evening in the fall of that year, I chanced to attend a concert given by a young priest who was very interested in youth work. As the people of Chatham Head, where he was working, are for the most part of French descent, and thus, like most French people, very musically inclined, he had purchased a few Rhythm Band instruments and four Flutophones. As there was no suitable teacher available, the group was trained and directed by a thirteen year old boy who later became my conductor and, I may add, a very good one. Upon being asked my opinion of the Band, I tactfully suggested ways in which improvements could be made. After a very interesting chat, I had, almost without realizing it, volunteered to take over the Band without remuneration. I have never regretted my decision.

The Band with which I started consisted of children between the ages of ten and fourteen, and though I wished to form a Band of children in the lower primary grades, I realized that an abrupt change of policy would have created dissension at a time when there was some doubt in the minds of many as to whether a blind person could do the work and most important maintain discipline. The Band played in several concerts, and everyone commented about the general progress that was increasingly apparent.

When a new modern school was opened in March 1953, the authorities decided to celebrate by entering their students in as many classes as possible in the forthcoming Music Festival. I was asked to do the teaching. With scarcely two months in which to prepare classes to compete against the best this part of the country had to offer, I advised concentrating on one or two classes but my suggestions fell on deaf ears, and, because I declined, a professional teacher was secured. Meanwhile, in co-operation with the grade one teacher, I very carefully selected from her class twelve children and, since time was short, I carefully explained to their parents what we hoped

* Visually handicapped.

to accomplish, a mark of 80 or better. Intensive training with two, and sometimes three practises per day was begun immediately, and I must say that I received complete support from both the youngsters and their parents. We were the last class from the Chatham Head school to perform, and since the school had failed to produce a winner, I realized the whole future of my work might well depend on the calibre of our performance. When the results were announced by the adjudicator, we returned to Chatham Head like conquering heroes. It was one of my proudest moments. My prestige thus secured, I was able to take over complete direction of all the musical activities of the school, and when, shortly after this, my good friend the priest was transferred to another parish, I became both director and guiding hand to a band which sorely needed financial help. Since all the women's clubs that existed in the community were committed to various projects, I had to create my own organization. A meeting was held and a successful fund raising campaign resulted. On the strength of our good work, we were chosen as the only out of town school participating in the local radio station's educational program. The program consisted of piano solos, vocal numbers and the Rhythm Band.

Our fund raising campaign had made possible the purchasing of more instruments, so when we made plans for the 1954 music festival, I was able to add to the Band eight members from the next year's grade one class. With my experienced members, now in grade two, it was possible to do more difficult work, and despite even keener competition, we again took top honors. The people were so elated that another financial campaign which included a tag day brought in about sixty dollars, plus a collection for myself. This year, several other Bands made a desperate bid to win but we duplicated our previous success and are still unbeaten. Now that I have children who have absorbed all that Rhythm Bands have to offer, I plan a Recorder ensemble, next year, some vocal work, and perhaps a small junior choir. Although I still train the Rhythm Band as a volunteer without pay, the community has given me various gifts, which in the past two years have totalled nearly two hundred dollars. The value of my work as an advertisement for my tuning business can not be calculated, but it is surely worth at least as much again.

In the meantime, many of the parents were anxious to have their children study piano, and having satisfied myself and everyone else that a blind person was quite capable of working with children, I decided to give piano lessons. As I had not taught music since leaving school, I decided to start out on a small scale, and as two adults had requested my services in this field, I started with them as it gave me the opportunity to refresh my memory on staff notation and since I used the same text which I plan to use with the children, I would thus become familiar with any details I did not know. I now have over twenty piano pupils from the lower grades plus the adults. This is about the maximum I can handle due to my tuning commitments, and, by the way, some radio servicing which is also one of my part time money makers. My success has brought my work to the attention of a much wider area, and numerous inquiries have been received about piano lessons, but so far, I limited this to residents of Chatham Head. It is certain that in the future Chatham Head school will have a paid music teacher and the job will be mine for the asking. In that event, I will probably open a studio and accept more pupils. You might be interested to know that I have turned down at least two offers of teaching music in larger schools.

Looking back over three years of experience, I must confess that my most difficult problem has been the lack of braille texts dealing with school music. I was fortunate in that the Sisters of a local convent admired my courage, and spent many hours acquainting me with the fundamentals of Rhythm Band work. As a Protestant, I shall never forget their kindness, for without their faith in my ability, I might conceivably have relinquished my position before our first festival appearance. From my experience, I feel it my duty to plead with you to use your great influence so that no teacher or potential worker in this field will be compelled to give up the struggle because of the lack of suitable texts.

Modern techniques have made many instruments, both electronic and conventional, available at prices well within the budget of even the smallest schools, and with texts available from which teachers can learn to play them, the piano need not be the sole in-

strument given attention. Many children will not have pianos upon which to practice; and then too, there are many children who do not care to learn piano. Were I not involved in the piano tuning business and other activities, I am confident that I could carve out a new career in any small community where a desire for the culture that music can bring is not available to the citizens.

I think that we will all agree that the ability to love and understand children, which is inherent in all of us is the most important attribute of a leader. We must also know how to deal with people, for in a small community the women's clubs will be found a valuable aid to the work. The ability to weld these into a smoothly working group is one which requires diplomatic traits which are well worth cultivating.

Equally important is the selection of conductors and assistants, and I trust you will pardon my making a few remarks by way of emphasizing their respective roles. Many seeing teachers make the mistake of using conductors who are far too young either to be respected by the youngsters or to really understand the responsibilities they must assume. For the blind teacher I would advise taking those above the age of twelve, but intelligence and musical feeling are indispensible. The belief that a conductor should be chosen because he is young and looks cute is mere nonsense. Children do not resent discipline, and laxity in this and inattention, which I experienced at first was due to inadequate teaching experience.

We must always bear in mind that whereas the blind listener enjoys a performance from what he hears, with a sighted audience the enjoyment results from a coordination of both ear and eye. Because this is true, an otherwise excellent performance can be ruined by anything that diverts attention from the music. Children should be taught correct posture and good stage manners. In a Rhythm Band those playing the same instruments should use them in identical fashion. This is where your conductor comes in. You will have to delegate to him the responsibilities of seeing that your orders are carried out. I realize that as teachers you already know these things, but my attention was never brought to it's importance during my student days. I had to learn them by the mill of experience. Our schools must strive to keeps their students in touch with the world of the seeing. I can safely state that, had I attempted this type of work upon leaving school the result would have been failure.

Assistants are very valuable when, as often will be the case, the Band is to appear away from home. Uniforming and attending to twenty or thirty small children is a task which requires some help if they are to be well groomed for their appearance. I might add that uniforms can be made or purchased at small cost, and are a great morale booster to the Band and make a performance so much more enjoyable to the audience.

In closing I would leave this thought to those who aspire to be successful teachers. Faith is imperative; faith in yourself; faith in your students, and faith in the ever-present guiding hand in all our human endeavors.

THE LIGHTHOUSE MUSIC SCHOOL

*** CHARLES J. BEETZ, Director**

The Lighthouse Music School, New York Association for the Blind
New York, N. Y.

When Winifred Holt Mather conceived the idea of an organization which would devote itself to the interests of blind people, she almost immediately incorporated in the plan a music school for professional and recreational instruction.

It took years, however, for the growth and development of the New York Association for the Blind, before every phase of these activities could become effective. Although music had been taught on a very limited scale by home teachers, it was not until 1929 that the department which was to become known as The Lighthouse Music School became a reality.

In an old brownstone building facing 60th Street in New York City, an office, waiting room and four studios were set up for this

* Visually handicapped.

purpose. The staff, which consisted of a sighted director and four teachers of whom two were blind, gave instruction in piano, violin, voice, organ and Braille notation.

The need for such a school was clearly shown by the large number of applications which were received from those who wished to study and by the steady increase in the enrollment from year to year.

Today the Music School is located on the fifth floor of a new modern building. There are eight teaching studios, of which three are equipped with two pianos, and five with one piano, an office and library, the director's office and a recital hall for gatherings not exceeding 75 persons. There is also a large auditorium equipped with a pipe organ, which is used for the annual recitals and other special occasions.

The staff is made up of the director, secretary and assistant, and twenty teachers of whom ten are blind. Some of the teachers are full-time, others part-time; however, the four full-time teachers are blind. The subjects taught are: Piano (classical and popular), organ, voice, languages, string instruments, wind instruments, ear training, all branches of music theory, Braille and staff notation, and stage presence.

We have a Junior and Senior String Ensemble, a Junior Chorus, a Teen-agers' Mixed Chorus and Women's Choral Ensemble. We also offer a course to young teachers of sighted students, which consists of a thorough knowledge of the staff, teaching psychology, materials and methods of procedure.

The services of the school are available to all who are registered with The Lighthouse. There are no requirements other than the desire to study, regularity in attendance and reasonable progress.

Each year the school registers between 225 and 250 students, ranging in age from 5 to 75, some with professional aims and some with recreational objectives.

Our standards for talented students are on the usual conservatory level; but we do not encourage even the most outstanding students to pursue the highly competitive field of music as a profession. When, however, exceptional students graduate from our school and express the desire to follow music as a career, they are granted scholarships to Juilliard or some other recognized music school where courses not included in our curriculum are given.

While we accept a limited number of therapy cases whom we teach by rote, most of the students learn their music from Braille copies. 10 to 20% of the students have partial sight and would be unwilling to accept Braille notation, even though they have great difficulty with large print. This presented a serious problem from the earliest days of the Music School, and steps had to be taken to find a system of notation which would be acceptable and safe for them to use. After much research and experimentation, it was found that yellow paper with notes and other symbols in black, five or six times the size of ordinary music, would be the best choice. Stencils had to be made by hand and run off on our own large mimeograph machine. This was expensive, but it solved the problem and worked very well.

A considerable amount of music was transcribed according to this method, but as time went on, our equipment naturally became worn and would have had to be replaced with an expensive mimeograph machine and other appliances, in order to bring production up to the original standard.

It occurred to us that over the period of twenty years or more during which we had been mimeographing music, someone, somewhere could have devised another method that might merit investigation. A special committee was, therefore, appointed to look into the matter. After months of research and careful study it was decided that the Azolide method, a sort of dry-printing, would be preferrable to all the other methods that had been considered. Master copies are made by hand on special thin transparent paper. The size of the notes is the same as on our mimeograph copies. These master copies are then sent to the printing concern, where they are reproduced in quantity on yellow paper with a greenish tinge. The pages are 11" x 17" in size. Only two grand staves, or four lines, are possible on each page. Occasionally we make single copies by hand, using large size staff paper, stub pen and India ink.

Due to visual limitations, the students for whom this music is prepared cannot read and play simultaneously. They must memorize their music, just as the totally blind students memorize from their Braille copies. The

greater portion of our library consists of Braille music selected from the catalogues of the various Braille printing houses, and handmade copies of music otherwise not available. These hand copies are transcribed by the Braille Transcribing Division of The Lighthouse which has available a number of capable volunteers, and by members of the Music School staff. All of this music, both Braille and large print, is available to the students in connection with their work, and must necessarily be replaced from time to time.

The Music School gives three recitals each year, two in which the various departments are represented, and one by the Women's Choral Ensemble. At the latter concert we always have a sighted guest artist. The artists of the past five years were: Sascha Gorodnitzki, pianist, Tossy Spivakovsky, violinist, Grace Castagnetta, pianist, Gary Graffman, pianist, Roman Totenberg, violinist.

The school is unique in so far as it aims primarily to provide recreational and pleasurable occupation for its students. All the services are free of charge, including lessons, practice rooms, transportation, guiding, suppers, tickets to concerts and operas, loans of instruments, study material, phonograph records, and in many cases we provide carfare.

The school is recognized by the Board of Regents of the State of New York and is therefore authorized to give Regents examinations in Comprehensive Music. As a result, the blind students at the High School of Music and Art in New York City take their Regents examinations in Comprehensive Music at the Lighthouse Music School. We also provide an amanuensis to assist at the High School of Music and Art at other examinations taken by blind students.

Five of our former students are teachers on our staff; others teach privately, some play with dance bands, while others sing or play in churches.

Our most recent achievements are a recording of eight Christmas carols sung by the Women's Choral Ensemble, produced by RCA, and a piano recital by Marcia Mendelson, a 20 year old young lady who received her entire musical training at the Lighthouse Music School.

The Women's Choral Ensemble has just completed another recording of ten songs for RCA. This recording will be known as "Songs of Reverence" and will be on the market in the Fall.

The Lighthouse Music School is very proud of its accomplishments from a professional and semi-professional point of view. But we are extremely happy also to have been instrumental in providing a richer and fuller life for so many to whom music is a source of spiritual and emotional satisfaction.

BANQUET
AND
PRESENTATION OF SHOTWELL MEMORIAL AWARD

MINUTES OF ANNUAL BANQUET

Thursday, June 23, 1955

The 1955 Banquet proved to be the largest in our history, 440 diners being seated for dinner, held in the Ballroom of the Hotel Chateau Frontenac, Quebec City.

Toastmaster for the evening was Mr. A. V. Weir, General Manager of the Canadian National Institute for the Blind, who paid a brief personal tribute to the guest of the evening, Mr. Peter J. Salmon, Executive Director of the Industrial Home for the Blind, of Brooklyn, New York, who was honored for his outstanding achievements in behalf of the blind over almost 40 years of devoted service. In recognition of those years of devotion, Mr. Salmon was presented with an engrossed scroll, in remarks made by Mr. Alfred Allen, Secretary-General; and with a gold medal, in remarks made by Mr. George Keane, a long-time associate of Mr. Salmon.

Following the presentation and acceptance speeches, the convention was entertained with typical French-Canadian folk songs, in a delightful concert offered by members of the Braille Music Society of Quebec Province under the direction of Mr. Jean DiBiasio.

During the evening, the Secretary-General reported the attendance at the convention as totaling 579 registered members and visitors and some 75 to 100 additional visitors. He further reported the membership to have reached 1,058, largest in history. The detailed figures appear elsewhere. The presentation and acceptance speeches follow.—A.A.

PRESENTATION OF SHOTWELL MEMORIAL AWARD SCROLL

ALFRED ALLEN, Secretary-General, AAWB

Assistant Director, American Foundation for the Blind
New York, N. Y.

Many privileges have been mine during the years I have been a member of this Association, and I have appreciated and enjoyed them all. But there is perhaps nothing which I shall ever more greatly appreciate than the opportunity given me tonight to express in your behalf the sentiments of the American Association of Workers for the Blind toward our guest of honor on this most happy occasion. For it is indeed an occasion to which we must all have looked forward for a very long time, affording us as it now does the opportunity to do what we have wanted to do for so many years. Destiny perhaps has ordained that this opportunity should be ours tonight. It so happens that the award we are about to present bears the name of and represents a tribute to the memory of another of our most illustrious leaders and pioneers in work with the blind who, more

than any other one person, is the father of our A.A.W.B. For it was the beloved Ambrose M. Shotwell, who, in 1905, in Saginaw, Michigan—the City in which he lived and worked—moved the adoption of the Constitution over which he had for so long labored, and which created what then became and ever since has been known as the American Association of Workers for the Blind which thus, under that name, tonight reaches its 50th birthday. In adopting this Constitution, those men and women, all blind, who had for the preceding ten years been organized under other names, first (in 1895) as the Missouri National College Association and then (in 1896) as the American Blind People's Higher Education and General Improvement Association,—these men and women expressed themselves as having at last realized one of their earliest ideals—a perfect union of the blind and of those actively engaged in work for the blind. It is an ideal which I hope we shall all protect vigilantly from assaults from without or boring from within!

As we think back over those 50 years, we can recall many illustrious leaders in our work with the blind, but I know none will deny me when I say that there is no man whose dedicated life of service has been more useful, more sincere, more imaginative or more unselfish than that of our guest tonight. He has labored faithfully and devotedly in the cause of the blind and the deaf-blind for almost 40 years, and such are his countless good works that it is doubtful that there is any blind person, even in the remotest hamlet, throughout the length and breadth of our great country, whose life in one way or another has not been enriched by the part our guest has played in helping to secure, through his tireless energy and devotion, those opportunities and services which have done so much to bring about a better life for all the blind.

Let us for a minute or two think of some of the important Federal Laws which underlie so substantial a part of today's broad pattern of service to the blind. There is Title X of the Social Security Act, granting financial aid to the needy blind; the Wagner-O'Day Act, requiring the Federal Government to buy blind-made products; the Randolph-Sheppard Act, permitting the blind to operate vending stands in Federal properties; the Vocational Rehabilitation Act with its program of services to the blind; the Act through which the Library of Congress provides reading matter for the blind. Our guest played a major role in helping secure the enactment of every one of these laws, as well as numerous other Federal and (New York) State laws.

Our guest has long been active in the affairs of our own Association, which he has served as Vice-President and then as President (from 1941-1943), and as member of many Committees and Chairman of our important Legislative Committee, and for which he has worked so tirelessly in so many other ways, not only personally but through the mobilization of many of his associates on the staff of the agency of which he is head.

It is sometimes said that an institution is but the lengthened shadow of a man. It was never so true as in the case of the Industrial Home for the Blind of Brooklyn, New York, with which our guest has so long been associated as its Business Manager and as its Executive Director. Outstanding among our many fine agencies for the blind, the Industrial Home for the Blind is a unique and shining example of what can be developed through the inspiration and influence of a dedicated spirit. For no program, no project, has been too trifling, no personality too unimportant, to command the interest, respect and assistance of this remarkable organization.

Time would not permit me to identify the many scores of programs for the blind with which our guest has been associated, or to enumerate his many and often unique contributions to their success. Nor can I take time here to list for you the many honors bestowed upon him. I can say, however (to quote from Aristophanes), that

> "With meakness and modesty he bore him;
> And while his laurels grew, he kept ever in his view
> The heights yet unconquer'd before him."

Few of us here tonight are not familiar with his countless achievements. Yet it is not these alone, but rather those underlying traits of character with which he is endowed, that have so greatly endeared our guest to us for so many years.

His compassion, his generosity, his sincerity, his genial and unfailing warmth and

encouragement for all, added to his unstinting devotion to those causes he embraces—these are also reasons why we honor him. In the words of the poet (Linton)

"He boasts nor wealth, nor high descent,
yet he may claim to be
A gentleman to match the best
of any pedigree.

American Association of Workers for the Blind

Founded 1895

LUX EX TENEBRIS

Peter J. Salmon

Inspired and inspiring leader in the eternal crusade for the emancipation of the blind; valiant yet ever genial champion of and spokesman for the yearnings and aspirations of your fellows; ambassador of good will among all men; enduring friend and comrade of all who seek to help the blind to lift themselves to the full dignity of citizenship and usefulness; beloved by all those serving in our profession and by all those it seeks to serve.

The genius of your leadership, the magic of your sure instinct for all that is best in its promise for a better life for the blind, have been an incalculable influence in molding the character of the broad pattern of services to the blind of this twentieth century, and in pointing us in the direction of the ever-widening horizons toward which we face.

In affectionate tribute to your many years of unflagging zeal and of devoted and faithful service to our common cause, and ever mindful of the humility which invests your many honors and your countless magnificent accomplishments, we do now in grateful recognition and in eternal friendship present you with the

Ambrose M. Shotwell Award

in the City of Quebec, Canada, this twenty-third day of June, 1955, and have hereto affixed our signatures.

Shotwell Memorial Award Committee

Chairman — President

Member — Member

Secretary-General

His blood hath run in peasant veins
through many a noteless year;
Yet, search in every prince's court,
you'll rarely find his peer.
For he's one of Nature's Gentlemen,
the best of every time!"

His life has always been the very essence of friendship, a friendship which might well have inspired George Eliot's lines:

"Oh, the comfort, the inexpressible comfort of feeling safe with a person; having neither to weigh thoughts nor measure words, but to pour them all out, just as they are, chaff and grain together, knowing that a faithful hand will take and sift them, keep what is worth keeping, and then, with the breadth of kindness, blow the rest away."

In a field of service where men have attained positions of eminence but have not always retained their humility, our guest has given true meaning to the poet's words in a Petition to Time

Humble voyagers are we
O'er life's dim, unsounded sea.

And so, ladies and gentlemen, in your behalf, it is now my very great honor and pleasure to say to your friend, and to mine, our distinguished guest and our beloved friend, Peter J. Salmon:

PETER: If we have pride in our great calling, then tonight we have even greater pride in saluting you who have breathed into it so much that has given it life and meaning. In token of our affection and our love for you, and with very deep appreciation for all that you have done to show us, these many years, how we too can TRULY serve those to whose service we are dedicating our lives, we—all of us—ask that you accept this 15th Ambrose M. Shotwell Memorial Award Scroll given for your devoted and faithful service to the blind. The Scroll reads as follows: *(See facsimile reproduction).*

We hope, Peter, that you may be long spared to us, and that we may together go forward with you in fighting the good fight for the dawn of a better life for those who dwell in the shadows. Thus will we raise high our own banner of Liberty, Equality, Fraternity. Thus will we truly consecrate our lives in the service of the blind!

PRESENTATION OF SHOTWELL MEMORIAL AWARD MEDAL

*** GEORGE E. KEANE, Assistant Director**

The Industrial Home For The Blind
Brooklyn, N. Y.

PETER, I know that it is unnecessary for me to tell you how proud and happy I am to be the one presenting this well earned medal to you. I think it is unnecessary too, for me to add anything to the catalog of your achievements, since our good friend, Alfred, and many of your other friends have done and will do this much more ably than I could. What I have to say is so purely personal, that I wondered a bit wether it was appropriate to this meeting. When I remembered all of those who would be here and how many of them have known you long and well, as I have, I thought that this group would forgive the personal nature of this commentary and might, in fact, echo most of what I have to say in their hearts and minds.

My own friendship for you and our long years of work together have bound us two so closely in ideals and purposes, that I can almost feel the embarrassment that you will feel in your modesty.

When I was trying to think of just what I might say that would express not only the deep affection that your friends feel for you, but in some small way what we feel is your major contribution to our work and to all of us who are engaged in it, I had some difficulty in pinning down what was more a feeling than an idea. First, I thought that the keynote of your true greatness had been an underlying continuing humanity, an awareness of the values in every human being with whom you work and for whom your services and ours have been planned and developed, but I knew that this was not enough, for there are many men and women who have deep

* Visually handicapped.

sympathy and understanding, but who still cannot make a significant contribution to the happiness and well being of others. I remember that this ability was apparent in the very early days of your joining The Industrial Home for the Blind. In 1917, this still young and struggling organization had very little and very crude material on which your imagination could go to work. The distinguishing thing about what you have done is that whether the material was crude and inadequate or substantial and technical, as it has since become, the same zeal that moulded the inadequate into a working tool has made the fine tools of our modern program more effective still. St. Paul has said it in his letter to the Corinthians "there abide faith, hope and charity, these three; but the greatest of these is charity."

Surely it took faith to put all of your youthful vigor into what must have seemed at times a fruitless effort, and great hope to be able to foresee the steady positive growth that lay dormant in these early projects; but most of all it took great charity in the true sense in which St. Paul uses it—love and deep concern for the men and women who were to benefit from your labors.

It has seemed to me that one cannot accomplish what you have, without a very high integrity of thought and feeling. In you, thinking and feeling go hand in hand as a single identity, so that at no time in all of these years have you permitted sophistry to cloud the idealism that expressed itself in your every day activity. Throughout, the well formulated idea has always been for you the reality, and the feeling of its urgent necessity has been the zeal that made its reality possible. There has been abundant manifestation not only of this deep and lasting charity, but of this rare quality of integrity of thought and feeling. Throughout the years, it has not been enough for you "that the blind" should be served with dignity and magnanimity, but you have gone far beyond this, to seek out those blind persons who have been most severely afflicted—the deaf-blind—for example. The constancy of your thought and effort in the interest of these doubly handicapped friends and clients has made the difference between a life of utter isolation, which might have been theirs, and one of full and active participation in the affairs of our organization. Again, for those blind persons who were too old to work and who needed more than mere sustenance, it was not their physical well being alone that you sought to improve, but instead Burrwood was the ideal you dreamed of—a place where old folks who could not see might come to live and not to die, to be surrounded by the natural beauty of a lovely countryside and—with youth—that would stimulate them into full enjoyment of their remaining years.

These and a score of other programs initiated, nurtured and developed by you seem almost to mirror the working of a mind that was moulded in youth through the sad realization of the true limitations of blindness and of a zeal to isolate this limitation and to build a world of achievement around it, free of the prejudices and intolerances so prevalent in the early days of work for the blind. With all, there has been the sense that the primary objective of your mind in this devoted work has been to create this atmosphere, this environment of acceptance through achievement, not only within the IHB, but throughout the community, both local and national. St. Paul describes this state of mind—this charity—in his own inimitable words: "if I speak with the tongues of men and of angels, but do not have charity, I have become as sounding brass or a tinkling cymbal. And if I have prophesy and all mysteries and all knowledge, and if I have all faith so as to remove mountains, yet do not have charity, I am nothing."

I sometimes think that it must be lonely to be one of these rare men who can keep the means and the end of his whole purpose before him, as you seem to have done, and yet I know too that this constancy has brought to you the love and devotion of all of us who have had the privilege of working with you or of knowing you, as well as the respect and admiration of the entire world of social science.

Yes, I am sure that St. Paul would agree that it takes great love of human beings to work in their interest in constancy for nearly 40 years, as you have done, keeping before you the understanding that all men need to love and to be loved, to be useful and to be wanted. And I think that all of us who have known you have felt this Divine spark in you, and in particular those blind persons who have benefited from your steadfastness and

friendship and from the new programs you have created and developed in their behalf.

I know that you have never sought honor, but possibly because of this, it has come to you, and I feel, as I am sure everyone here does, that this Shotwell Award has never had a more distinguished, nor a more worthy recipient. I feel deeply honored to be presenting it to you.

SUMMARY OF ACCEPTANCE SPEECH

PETER J. SALMON, Executive Director

Industrial Home for the Blind
Brooklyn, New York

As most of my friends know, I usually speak extemporaneously. This was the case on the 23rd of June 1955 at Quebec, when I was honored by the American Association of Workers for the Blind, by being made the 1955 recipient of the Ambrose Shotwell Award. Now, a month later, I am requested to put my acceptance remarks in writing—just another way of saying I should return the Shotwell Award, since it is impossible for me to re-state and to live again that most pleasant and memorable occasion.

I purposely commenced my response with some humor, which was necessary for me, in order to overcome the natural emotion of a heart welling up with appreciation and, the lighter vein seemed to take well with those assembled. Lucky me, I got through it OK and, that's a feat in itself under such circumstances and, I understand the audience was alive and awake when we decided it was time to sing a little song together—so, since we were in French territory, what could be more fitting than "When Irish Eyes Are Smiling".

I thanked them, and I do now, all who made the night so memorable for me—my parents, particularly my mother, and a family whom I love and who return that love. My wife, Mary, to whom I have been married for more than 30 years and, who has stood by me loyally and faithfully always, although she has not been able to participate actively in my many outside activities, has nevertheless given generously of herself to any little success I may have had. The kind people, Mr. Dana and Miss Weatherspoon of Worcester, Massachusetts, who headed me in the direction of Perkins; Perkins moulded my life and I have always been grateful. To E. H. Fowler, who gave me my first job as a piano tuner—(and set the industry back 50 years). To the New York Association for the Blind, where I was a salesman from September 1916 until June 1917—especially for giving me a one-way ticket to Brooklyn and the Industrial Home for the Blind; the privilege of being the close associate of Eben P. Morford, founder of IHB and, later of George B, Case, from whom I learned good housekeeping in shop and office; for the rare privilege of being associated with IHB Honorary President, Louis C. Wills and president, Henry S. Conover—two truly great gentlemen. The staff and clients of IHB with whom I have worked for so many years, and in particular, Mrs. Lilyan W. Banta, who has worked with me, first, as my secretary and then as administrative secretary and, who has proven a most loyal associate. To the planning committee of IHB, to whom I have brought many of my troubles and from whom I have received advice and help. For many friendships in AAWB, AFB, AFOB and NIB. All these and more came rushing to mind and just about overwhelmed your recipient. I was conscious enough, however, to say—thank you with all my heart to the Shotwell Memorial Award Committee, to Arthur V. Weir, a grand toastmaster and friend—and finally to George E. Keane, my long-time associate and friend at IHB who presented the medal, and to my very good friend for whom I have a special attachment, Alfred Allen, who stepped out of his traditional role as secretary-general, long enough to make me very happy with his presentation of the Shotwell Memorial Award Scroll. And then I said a prayer asking forgiveness for receiving something I did not deserve and, I think that sums it up.

REPORTS OF COMMITTEES

REPORT OF NOMINATING COMMITTEE

ALFRED ALLEN, Secretary-General, AAWB

In accordance with the previsions of Section 5 of your Bylaws, your Board of Directors, serving as your Nominating Committee, now places in nomination for your consideration the following slate to serve as your officers and Executive Committee for the next two years ending with the election in 1957:

For President—Joseph F. Clunk, Managing Director, Philadelphia Branch, Pennsylvania Association for the Blind, Philadelphia, Pennsylvania

For First Vice-President—Hulen C. Walker, Legislative Analyst, American Foundation for the Blind, Washington, D. C.

For Second Vice-President—H. A. Wood, Executive Secretary, North Carolina Commission for the Blind, Raleigh, North Carolina

For Treasurer—Philip N. Harrison, Executive Secretary, Pennsylvania Association for the Blind, Harrisburg, Pennsylvania

For Secretary-General—Alfred Allen, Assistant Director, American Foundation for the Blind, New York, New York.

Respectfully submitted,

For the Nominating Committee
ALFRED ALLEN
Secretary-General

President Robinson called for any further nominations from the floor. Mr. L. L. Watts of Virginia moved that the nominations be closed and that the Secretary-General be instructed to cast a unanimous ballot for the election of the slate offered by the Nominating Committee. Mr. J. Robert Atkinson seconded the motion, which was carried unanimously. The Secretary-General thereupon cast the ballot and the nominees were declared duly elected to serve as the officers of the AAWB for the two years ending with the election in 1957.

REPORT OF THE BOARD OF DIRECTORS

ALFRED ALLEN, Secretary-General, AAWB

Assistant Director, American Foundation for the Blind
New York, N. Y.

Almost a year has slipped by since we were last assembled together, in Houston, Texas, and it is again our responsibility and privilege to report to you with respect to our stewardship of the affairs of this Association, now embarked upon its sixty-first year of activity. Looking back over the years since 1895, it is our view that we can take pride in the remarkable progress which has characterized work for the blind, particularly during

this century, and that we can take satisfaction in the part our own Association has contributed to this growth. We shall have to work hard and contribute our undivided best if we are to continue to match the record of these past sixty years.

In reporting to you at this time, we are conscious of the debt we owe to all of you for the confidence you have reposed in us, and for the loyalty and generosity of the support you have accorded us throughout the past year. We ask that you accept our most appreciative thanks. If you will accord this same measure of support to our successors, we shall feel assured of their success in discharging whatever responsibilities may devolve upon them.

We must not fail to take account of and express our appreciation to those men and women who, serving as members of our numerous committees, have accepted their responsibilities in a spirit of earnestness and industry such as have been unexcelled by those others who have served similarly in past years. All of them have served devotedly and given greatly of their time and thought to the completing of their tasks, and you as well as we cannot fail to be grateful to all of them. We believe we would be remiss if we did not mention in particular Dr. Francis Cummings, Chairman of the Ethics Committee who with his four associates have undertaken a most arduous task during the past year, in reviewing and evaluating applications for the AAWB's Seal of Good Practice. It has been a most difficult and unenviable task which they have discharged admirably. You will hear the Committee's report later this morning. Other Committee Chairmen who with their associates merit special appreciation include Mr. Philip N. Harrison and Mr. Hulen Walker, Co-Chairmen of our Membership Committee; Dr. Cummings—again—who with his Legislative Committee have been most active and who will report to you this morning; Mr. Robert Beath, Chairman of the AAWB Braille Committee who with his fellow members, and the AAIB members, sitting as a Joint Committee, have once again given a tremendous amount of time to resolving the views and reconciling the differences with respect to a revision of the Braille Code usage which it is hoped will become the accepted standard in the United States; to Mr. Philip Harrison who as Chairman has borne so large a share of the responsibility assigned to the Committee on Cooperation; and finally, to Miss Kathern Gruber and her associates who have given much thought to the preparation of long range planning. All of these members deserve your thanks for jobs well done. Thanks are also due to the Program Committee responsible for the General Sessions programs of this convention.

For 1954, we had a total membership in good standing of 1,055, including two Honorary Life Members and ten Life Members. As of today, including these same two Honorary Members, and a current total of fourteen Life Members, we have a total membership of 1058 who came from all of the 48 States excepting Idaho, and from the District of Columbia, Hawaii, Canada, Cuba, Panama, and Mexico. New memberships total 201, as against 261 last year, while renewals total 857, as against 794 last year. This year Canada ranks first in new members with a total of 33, Pennsylvania is second with a total of 25 new members, while New York and Tennessee tie for third, each with 23 new members. For the third successive year Pennsylvania has the largest total membership with a total of 194, New York is second with 112, while Canada is third with 99 members.

We place in the record the names of all Life Members, as below:

Philip N. Harrison
Maurice I, Tynan
Colonel E. A. Baker
Dr. Newel Perry
J. Robert Atkinson
Dr. Francis J. Cummings
Joseph F. Clunk
Miss Marie Busch
Mrs. Kathryn C. Barkhausen
Reginald Taylor
Mrs. Frederick J. Leviseur
Alfred Allen
L. L. Watts
Peter J. Salmon

We salute them all and hope they may soon be joined by others among you.

Later this morning you will hear the report of the Long Range Planning Committee. Although it is true that the Association members have taken no action calling for the appointment of such a Committee, it was the view

of your President, in which Board members supported him, that such a Committee might render a useful service to the Association by taking a considered look into the future of the Association, keeping in mind its aims and purposes, the direction in which its future might point, and the best ways and means of achieving the aspirations which we presumably seek to further. The Committee has applied itself diligently to this assignment and will at a later hour this morning present a report of its views. Unfortunately, perhaps, the Committee did not prepare and submit its detailed recommendations to the Board sufficiently in advance for the Board to give the report its own careful study and thought and to indicate its own views to this convention. For that reason, the Board expresses the hope that you will pay careful attention to the report when it is presented later on. Since many of the recommendations made in the report can be effected only by the prescribed process for constitutional amendments, and since such amendments should not be proposed or adopted in a haphazard way but rather each in the light of the whole and total situation, your Board hopes that after such discussion as can be permitted within the limits of time available for such discussion, you will want to recommend and authorize that the report be given careful study by the membership, and that the members will be urged by the Board of Directors to communicate their views to the Board in order that it may prepare and submit to the membership such proposed constitutional changes as will provide for achieving the will of the majority. Suggested constitutional amendments are traditionally approved and prepared by the Board and must be mailed out by the Secretary-General thirty days in advance of any vote. Without your active co-operation the Board would find it difficult to intelligently discharge its responsibility in your behalf.

You will recall that last year, we reported that your two official delegates from the AAWB would shortly after adjournment be leaving to attend the meeting of the General Assembly of the World Council for the Welfare of the Blind. Accordingly, Mr. Clunk (First Vice-President) and Mr. Allen (Secretary-General) did attend the meetings, held in Paris from August 5 to 14. Most parts of the world were represented at the Conference, at which a number of important resolutions were presented, discussed and adopted. Your delegates were active participants in the formal general session meetings as well as in discussions concerned with the resolutions themselves. Since the resolutions (which are of such length as to require more time for reading than is here available) have appeared in full in *The New Outlook for the Blind,* we feel it will be sufficient to summarize here the purposes of each, as follows:

1. To adopt an international minimum definition of blindness of 10/200 or a peripheral limitation, but with encouragement for as many countries as can to adopt the more liberal definition used in several countries including Canada and the United States.

2. To provide wherever practical preferential services and assistance for the totally blind.

3. To provide free technical assistance and financial aid to the underdeveloped areas of the world—through the United Nations and its specialized agencies.

4. To encourage authorities in such areas as are populated by indigenous rural peoples to consider the adoption of Pilot Schemes such as the SHAMBA training school currently in operation in Africa under the sponsorship of the Uganda Foundation for the Blind and the British Empire Society for the Blind, in order to provide adaptive training in practical agricultural pursuits.

5. To investigate the extent of blindness among lepers, and assist in the rehabilitation and resettlement of blind persons who have been cured of leprosy.

6. To compile and encourage the international distribution of a catalogue of films, posters, and pamphlets designed to arouse interest in the prevention of blindness and the welfare of the blind.

7. To encourage all international bodies and governments to give material financial support to recognized research projects designed to further physical, social, economic and scientific independence of the blind.

8. To encourage all governments to make special economic provisions for all blind persons, at a reasonable level of subsistence commensurate with the standing of living in the community. Specifically, to provide for a handicap allowance (as apart from basic maintenance allowances) without a means

test. (Parenthetically, we should report that this specific provision was the most controversial of any, and that although it was accepted there was a very substantial vote against its adoption.)

9. To extend thanks to UNESCO for its invaluable support of the program to effect uniformity of usage in the field of braille, and to authorize the World Council for the Welfare of the Blind to accept responsibility for the World Braille Council, and provide funds for its activities, termination of the responsibilities and future financial support of UNESCO for this program having become apparent.

10. To request national governments to press for the continued interest of and financial support by UNESCO for the completion of the work of effecting world braille uniformity.

11. To authorize World Council financial support for the work necessary to revise the Braille Music Manual and carry out the directives of the International Conference on Braille Music held in Paris in July of 1954.

12. To encourage continuing effort to secure uniformity in the field of braille music notation before work is undertaken to effect uniformity in the use of a mathematical and scientific braille notation systems.

13. To take such steps as will lead to the adoption of an international manual alphabet beginning with the Western countries, and to appoint a small committee of three experts from among the deaf-blind and with one sighted consultant.

14. To urge the International Air Transport Association to take such steps as will result in allowing blind persons traveling with guides to purchase two tickets for the price of one ticket at the prevailing rate for the class of travel used, and to request all governments, air lines and other interested groups to use their influence to secure such concessions for the blind of their respective countries.

Since the meeting in Paris, steps have been taken toward the implementation of some of the objectives covered above. For example, the U.N. Social Commission has accepted in principle the recommendation of the World Council in the matter of a minimum definition of blindness, and the U. S. Secretary-General will bring the matter to the attention of all U.N. member governments. At an appropriate time we shall hope to inform the membership in this connection.

The Committee on Cooperative Relationships, which has worked diligently throughout the year, and which held one meeting earlier this week, has indicated to the Board that while it has covered a good deal of work in an exploratory sense, a good deal still remains to be done before the Committee will be satisfied that it has fully explored all possible means of cooperation between the AAWB and the many other organizations whose work would bring them into a close and useful working partnership. Accordingly, your Board has believed that it would be your wish that the work of this Committee should be continued and it is so recommending to the incoming Board.

You will recall that last year in the Houston convention the membership adopted a recommendation offered by the Committee on Ethics that to be eligible for the the Seal of Good Practice an agency staff should include not less than three employees in the administrative, professional or technical categories.

After a year of experience your Ethics Committee has found this limiting factor to be working against the certification of certain small, well managed agencies rendering invaluable service but largely through the efforts of volunteer workers. It is the feeling of the Committee, that it would be desirable to rescind this limiting factor and this is a recommendation which your Board fully approves and strongly endorses. It would be appreciated if a member of this convention would see fit to move the rescinding of this particular point.

Your Committee on Ethics has brought to our attention certain undesirable practices in connection with fund raising and particularly the use of cannisters, coin boxes and such on the public streets and in public places. Your Board feels that this technique and also what has been called in some areas a Postman's Walk—the mobilization of postal employees to solicit funds from house to house—are highly undesirable and should be condemned. It further feels that no agency using such methods should be given the Seal of Good Practice. For that reason the Board recommends the adoption of a motion condemning these practices and forbidding the awarding

of the Seal to any agency for the blind using such methods. It further recommends adoption of a motion to give the Committee on Ethics authority to adopt such regulations as in its discretion the Committee may feel necessary in order to discourage any other undesirable practices in fund raising.

The Board also strongly recommends that the Committee on Ethics be given continuing authority to act in interim periods between conventions, in its best discretion, in all matters relating to the awarding of the Seal of Good Practice.

The Board has unanimously voted its confidence in the Committee on Ethics with respect to its handling of all responsibilities to date and it feels certain that this vote of confidence has your support.

You will recall that current procedures require you to elect annually one member to serve for five years as a member of the Ethics Committee, which handles all applications for the AAWB's Seal of Good Practice. This year, that Committee's Secretary, Miss Marjorie Hooper, completes the two-year term to which she was elected at Washington in 1953. It is for you to determine whom to elect, but believing you might like the considered view of your Board, we would respectfully suggest that you might wish to consider the re-election of Miss Marjorie Hooper to succeed herself.

Many of you will recall that we have several times in past years discussed the advantages of formally incorporating the Association, and that your Board was authorized to proceed with such a step at its discretion. It is our pleasure now to be able to report that this formal step of incorporation was taken in Washington last April 19. Your three incorporators were: Mr. Arthur L. Voorhees, Mr. Donald L. Patterson and Mr. Edmund L. Browning. Thus we are now formally registered as a permanent corporation, with all that this status implies.

During the morning you will be asked to consider a number of invitations from agencies anxious to become host to our 1957 convention. The Board of Directors has given the matter considerable thought, and would like to suggest that you consider seriously the invitation to meet in Chicago. Chicago is centrally located, easy of access from all parts of the country, well equipped with hotel facilities, and should be in a position to assure a good convention. For these as well as for the cogent reason that it has been more than fifty years since the Association has met in Chicago, we would suppose that the advantages of such a meeting might be apparent to all and would appeal to all.

Some of us will now be leaving the Board, and we as well as those others of us who remain for two more years reiterate at this time our very high sense of privilege in having been afforded the opportunity to serve you, our sincere and grateful thanks for your confidence in and loyal support of our labors, and our pledge to you and to our successors on the Board of our continuing best efforts to work for the high ideals and fine traditions of which our AAWB can be justly proud. We thank you all.

Respectfully submitted,

For the Board of Directors
ALFRED ALLEN
Secretary-General

(Following the reading of the report, its adoption was duly moved and seconded and the motion carried unanimously.)

REPORT OF AUDITING COMMITTEE

ARTHUR V. WEIR, Chairman

General Manager, The Canadian National Institute for the Blind
Toronto, Canada

The President appointed Joseph B. Delbridge, Charles W. Foote and Arthur V. Weir as your auditing committee.

Mr. Foote not being present, the other members have examined the account books, invoices, bank statement, cancelled checks and statement of income and expenditures as submitted by Miss Julia Lawson, your Treasurer, and take great pleasure in submitting the following report.

During the past year your treasurer has purchased an additional $1000.00 U. S. Series K

Bond, bringing the total of such bonds to three. We have received from Miss Lawson a notarized certification that the above bonds in the amount of $3000.000 are being held by your treasurer in a safety deposit box at the American National Bank, Austin Texas.

The same committee also examined the records of the Shotwell Memorial Fund, submitted by Mr. Francis B. Irardi, Chairman of the Committee of Trustees and are pleased to present the following report.

Respectfully submitted
A. V. Weir, Chairman
Joseph Billy Delbridge
Charles W. Foote

STATEMENT OF INCOMES AND EXPENDITURES
GENERAL FUND

July 1, 1954 thru June 30, 1955

Cash balance July 1, 1954			$ 5,022.19
U. S. Series K. Bonds (2)			2,000.00
Total Cash and Bonds			$ 7,022.19
INCOME:			
Receipt of U. S. Bond, Series K		$1,000.00	
Life Memberships		700.00	
Membership dues 1954	$ 620.00		
1955	4,780.00		
1956	20.00	5,420.00	
Registration fees (1954 convention)	$ 104.00		
Home Teacher Certification fees	12.00	116.00	
Listings in 1954 Proceedings		310.00	
Sale of Proceedings		240.00	
Interest on U. S. Series K. Bonds		69.00	
*Travel Expense Refund (1955 convention)		200.01	
Total Income			8,055.01
Total Resources			$15,077.20
EXPENDITURES:			
Printing and Stationery:			
1954 Proceedings	$2,506.08		
Other	240.49	$2,746.57	
Subscriptions:			
Outlook for the Blind	$1,007.00		
World Council for the Welfare of the Blind	200.00		
American Foundation for the Blind	2.00	1,209.00	
Recreation Committee Expense		35.00	
Braille Committee Expense		151.05	
Expense for Incorporation		141.28	
Convention Expenses:			
1954	$ 106.46		
1955	187.32		
1956	301.28	595.06	

* Represented by contributions of $66.67 each from: the American Foundation for the Blind; The Canadian National Institute for the Blind; the Philadelphia Branch, Pennsylvania Association for the Blind.

Secretary-General, Honorarium	600.00	
Travel Expense (1955 convention)	200.00	
Purchase of 1 U. S. Series K. Bond	1,000.00	
Total Expenditures		6,677.96
Balance		$ 8,399.24
Cash Balance June 14, 1955 as per Bank Statement, $5,701.24, less outstanding checks of $2.00 and $300.00		$ 5,399.24
3 U. S. Series K. Bonds		3,000.00
Total Resources		$ 8,399.24

STATEMENT OF INCOME AND EXPENDITURES
SHOTWELL MEMORIAL FUND

Year ended June 30, 1955

On Hand June 30, 1954		
Warren Inst. for Savings	$3,805.85	
3 medals valued	225.00	$ 4,030.85
RECEIPTS		
Interest-Warren Inst. for Savings		
Oct. 1954	57.08	
April 1955	57.93	115.01
		4,145.86
DISBURSEMENTS		
Scroll and Photostats	72.70	
1 Medal (presented to Peter J. Salmon)	75.00	147.70
Balance, June 30, 1955		$ 3,998.16

ANALYSIS OF ASSETS	
Warren Inst. for Savings	$3,848.16
2 Medals valued	150.00
	$3,998.16

(Adoption of Report moved by Mr. A. V. Weir, duly seconded, and carried unanimously.)

REPORT OF THE NECROLOGY COMMITTEE.

* MRS. JULIET BINDT, Chairman

Field Worker for the Blind, Field Rehabilitation Service, State Department of Education
Berkeley, California

Now that Science has lengthend the highways of life, it is our task to broaden those highways along which our clients pass; to make them smooth, beautiful and surrounded by valuable experiences. Some of us blaze new trails by cutting down the brush of public misconception and binding traditions. Others operate the heavy construction machinery to lay firm foundations of wise agencies, which offer proper attitudes and skills to the blind. Still others only plant a fragrant flower that gives a single exciting experience or they may hang a bell along the way that sounds a note

* Visually handicapped.

of friendship. It takes all these workers to provide a zestful journey along life's highway.

Before we start a new year of service, let us pause and pay respect to those highway builders, who added to the last section of the road but who are no longer with us. Our admiration and gratitude go to the following co-workers:

Leslie Dana died in St. Louis, Missouri, Jan. 3rd at the age of 82. In 1925, Mr. Dana established a special endowment fund to provide an annual award to persons who had made significant contributions in the prevention of blindness.

For many years he was active as a leader of the Old Charter Oak Stove and Range Co. of St. Louis and was interested in the work of various welfare agencies. In December, 1950, Mr. Dana was awarded the Pan American Medal of the National Societies for the Prevention of Blindness ". . . in appreciation of his services of world wide significance for the advancement of eye research and the prevention of blindness".

Mrs. Marian L. Glenn, died March 2nd at her home in Venice, California, at the age of 50. She was Executive Secretary of the Braille Institute of America for the past eleven years. She had many friends and admirers among readers of the "Braille Mirror" and was ever ready to lend a helping hand.

Charles B. Grider, Placement Specialist for the Blind, Alabama Institute for the Deaf and Blind, Talladega, died Oct. 13th, 1954. He was a member of the A.A.W.B.

Mr. Grider lost all his vision in adult life and became an inspiration to those around him.

Mrs. Winifred Hathaway of New York died December 1, 1954, at the age of 84. A native of Wales, Mrs. Hathaway came to this country as a child. In 1916, after retiring as head of the history department of Hunter College, she joined the staff of the National Society for the Prevention of Blindness. She remained for 33 years and retired in 1949 as Associate Director. In this work she traveled widely in Europe, Canada and the United States, surveying facilities and assisting educators. She initiated the National Society's campaign for professional education and urged school authorities to provide special facilities for partially seeing children. She was largely responsible for improved lighting fixtures, for large type text books and typewriters with bulletin size type.

Mrs. Hathaway wrote two books: "Education and Health of the Partially Seeing Child" and "Easy on the Eyes" as well as many articles on safeguarding vision, especially through proper illumination in the schools. She was a member of the committee that revised "American Standard Practices for School Lighting".

Mrs. Hathaway was honored in 1937 with the Leslie Dana Gold Medal for outstanding work in the prevention of blindness. In 1950, she received the Ambrose M. Shotwell Award of the A.A.W.B., for being "A great teacher and one who works constantly and courageously to make our load lighter".

Miss Grace Keator died March 10th in New York at age 81. She was the first blind Braille stenographer and typist, and was on the staff of the New York Association for the Blind from 1907 until she retired 39 years later at the age of 72. Miss Keator's loyalty and efficient work have inspired thousands of blind persons.

Francis Marion Keele died February 11th in Las Vagas at the age of 58. The son of Nevada pioneers, he, too, became a pioneer in Nevada in work for the blind after losing his sight.

After serving in World War I, Mr. Keele married and began working in Nevada. Failing vision in 1930 resulted in his moving to Salt Lake City for treatment. After the loss of his sight in 1934, he remained in Salt Lake learning Braille and handicraft. He left many friends behind when he moved back to Nevada in 1945. He found that Nevada did nothing for its blind other than a $20 a month pension. Through his efforts, this was slowly increased to $75 in 1954 when Nevada adopted what many people call "The Model Blind Aid Law", and so became the last of the 48 States to avail itself of Title X of the Social Security Act.

With the help of his devoted wife Effie, Mr. Keele began searching out the blind of Nevada and being a volunteer teacher in his own home and theirs. He enlisted the aid of many individuals and groups. Now there is in Las Vegas a small center built for their use by service organizations. Here the blind study and work at various crafts with the hope of making the agency self supporting.

Mrs. Keele is still giving untiringly of herself to help make her husband's dreams realities.

F. Marion Keele formed the Southern Chapter and later, the Nevada State Association of the Blind, serving as President of both. He was a member of the A.A.W.B.

Chauncey McCormick, a former trustee of the American Foundation for the Blind and the American Foundation for the Overseas Blind, died in September. He was active in many kinds of social welfare work, too numerous to mention here. Much of it was in his native Chicago, but he was also given honors by the U. S. Army and the French Government. He was the grandson of the founder of the McCormick Farm Machinery Firm.

Edmund R. Murrah died in October in Richmond, Virginia. He was President of the South Carolina Association of the Blind for 25 years. A memorial bond in his name is being administered by the Walter G. Holmes Foundation, the annual income of which will make it possible each year to give away 10 Braille watches.

Mrs. Ruth Amy Quinan, President and General Manager of the San Francisco Association for the Blind, died January 9th at the age of 72. Blindcraft, as her agency is more generally known, is 52 years old. Mrs. Quinan became associated with it in 1914 after visiting its small workshop and becoming inspired to help the blind to help themselves.

Mrs. Quinan sought to give blind persons the opportunity to earn a living rather than having to depend on charity. Her education had been along cultural lines and so she had to learn herself, from scratch, the various operations that she was to teach the blind to do in the workshop. There were 7 workers in 1914. Now there is a large building in San Francisco that provides workshop and recreational facilities for hundreds of blind persons. She also developed some home visiting and home teaching services. Mrs. Quinan was ever ready and willing to aid with the smallest detail of a blind man's life or with some major project on his behalf. The recipient of her bounty placed her on a high pedestal, but physically, she was always beside them at work and at play until a week before her passing.

Miss Madeleine Walsh Smith, Vice Chairman of the New York State Commission for the Blind, died March 16 at her home in Brooklyn. Miss Smith was the founder of Anthonian Hall, a home for blind women in Brooklyn. She served the blind in many others areas.

Rev. Paul Sperry of Washington, D. C. died September 3rd. In 1897 he began his activities on behalf of the blind in the weekly program of literary readings in "The Room for the Blind" in the Library of Congress. Rev. Sperry served as Director of the National Library for the Blind, now merged with the Division for Blind, Library of Congress.

M. David Treatman, Executive Director of the Philadelphia Lighthouse of the Blind, died December 16, after a short illness, at the age of 46. He had been blind since age 17.

Mr. Treatman was editor of "We The Blind" and active throughout Pennsylvania in organizations of and for the blind, including, the American Association of Workers for the Blind and the National Federation of the Blind. He was also active in his Lions Club, and a member of the Pen and Pencil Club, the Foresters, Moose, Elks and B'nai Brith.

Early in 1931 he met Mr. Gayle Burlingame; together these two kindred spirits traveled all over Pennsylvania seeking others who would accept their philosophy. Their first goal was a pension for the blind of Pennsylvania. Their efforts resulted in the formation of the Pennsylvania Federation of the Blind, which was incorporated in 1935. Mr. Treatman was its second President. In his later years, he brought about much needed harmony and better working relations between private and public agencies in many communities.

Miss Catherine R. Drew died Apr. 3, at the age of 44.

Miss Drew was case supervisor in the Bureau for the Blind in the Rhode Island Dept. of Social Welfare. Late in 1947 she joined the staff of the American Foundation for the Blind, as research assistant. Later she joined the staff of McKay Associates. She was a true and understanding friend of the blind.

Miss Mary Albertine Eastman, B.S. Ed., M.A. died on July 17; Miss Eastman was a graduate of the Perkins Institution in 1927.

She was a speech therapist in its lower school from 1931 until her death.

John A. Emery of Pittsburgh, Pa., died on February 22. Mr. Emery became a member of the Board of the Pennsylvania Association for the Blind in 1920 and has remained a member ever since. Not long after joining the Board he became counsel for the Association and served until his health failed.

He made his major contribution in organizing and reorganizing the Pennsylvania Association for the Blind. Over the years, he gave unstintingly of his efforts and wise counsel. His interests included the training and employment of the blind, as well as the conservation of sight.

Miss Grace M. Hill of Montpelier, Vermont, died Dec. 29; Miss Hill was a teacher in the girls' upper school of the Perkins Institution from 1923 until retirement in 1931.

Miss Lizzie R. Kinsman, died Oct 20; Miss Kinsman was a teacher at the Perkins Institution from 1914 until retirement in 1931.

Theodore C. Leutz, Sr., of Jamaica Plain, Massachusetts died Oct. 3. Mr. Leutz was a graduate of the Perkins Institution in 1896; he acted as a census taker for the Massachusetts Division of the Blind from 1906 until his retirement in 1947.

Frank Wilbur Main died on November 22. For many years, he was a member of the Board of Directors of the Pennsylvania Association for the Blind and past President of the Pittsburgh Association.

The long list of Mr. Main's affiliations at the time of his death attest not only to the wide area of his interests, but to the goal of social improvement binding them all together into a purposeful pattern. He leaves a rich heritage in the example of his life.

Dr. Hugo B. C. Riemer of Norwood, Mass., died July 10. Dr. Riemer was opthalmologist at Perkins Institution for the blind from 1942 to 1946.

Mr. C. E. Robinson of Kitchener, Ontario, Canada, died last July. Mr. Robinson was on the staff of the Canadian National Institute for the Blind from 1936 until his health failed in 1953. He first served as field secretary and later was superintendent of the Newfoundland Division. Mr. Robinson was a member of the American Association of Workers for the Blind.

Edward S. Schuerer of Springfield, Mass. died July 20; Mr. Schuerer was a graduate of the Perkins Institution for the Blind in 1899; he was a home teacher for the Massachusetts Division of the Blind from 1902 until his retirement in 1947.

It has often been said that the blind of the United States do not avail themselves enough of vocational opportunities in the field of music. Since this affords an excellent opportunity for showing the public how normal a blind person can be, it seems appropriate to end this report by mentioning two outstanding musicians, who aided our work by being ambassadors of understanding.

Glen "Mickey" Dobbin died March 6th at the age of 40. From 1947 until his passing, he served as organist and choir director for St. Anthony of Padua Catholic Church in Minneapolis.

George Hansen died September 3rd at the age of 83. He lost his sight at 16, but for 58 years he served as organist and choirmaster for the Trinity Luthern Church in Chicago. Mr. Hansen was also a successful composer and teacher and had a host of friends and admirers.

Now as we turn our faces forward again and resume our broadening and beautifying of life's highways, let us rededicate ourselves to extending the work started by those who have already reached the end of their highway in this world.

Respectfully submitted,
Juliet Bindt, Chairman
Augusta Dickinson
Helen Scherer

(Following the reading of the report, the members stood in silent and reverent tribute to the memory of our departed colleagues.)

REPORT OF LEGISLATIVE COMMITTEE

*FRANCIS J. CUMMINGS, Ph.D., Chairman

Executive Secretary, Delaware Commission for the Blind
Wilmington, Delaware

In the first meeting this year of the Legislative Committee of the AAWB (1/20/55) it was unanimously agreed that we should set our sights toward the enactment of a small number of pieces of legislation rather than spreading our efforts and thus dissipating our effectiveness. It was further agreed that in selecting legislation as our primary interest we would not duplicate the efforts of sister agencies in our field. Our discussion finally resulted in our setting up legislative goals for this Congress as follows.

1. Extension of the income tax exemption for blindness to include all blind dependents of a taxpayer. At present only a spouse may be included.

2. Provision of retirement payments to covered workers who become blind. The recently enacted amendments to the social security act provide for a "disability freeze", that is that a covered worker becoming totally disabled will not lose his social security coverage, but will, on reaching age 65, receive retirement payments. It is your Committee's feeling that these retirement payments should begin at the time of determination of blindness, and not years thereafter at age 65.

3. Extension of the exempt earnings provision enjoyed by aid to the blind recipients to include not only the first $50 per month of earned income, but 50¢ of each additional earned $1.

4. Re-introduction of the old Boggs Bill, setting up a National Advisory Committee on Work for the Blind. The only difference between this year's bill and its predecessors is that the amount of funds provided has been raised from $50,000 to $100,000.

Mr. Hulen Walker, Legislative Analyst of the American Foundation for the Blind who serves as consultant to the AAWB Legislative Committee, took upon himself the task of having our legislative desiderata drawn up in proper form and introduced into Congress. As a result of his good efforts we now have in the House of Representatives four (4) bills to which I would call your attention and for which I would invite your support.

1. H.R. 3605 introduced by Congressman Wilbur D. Mills and referred to the Committee on Ways and Means. This bill would grant an additional income tax exemption to a taxpayer supporting a dependent who is blind. Write to Mr. Mills and commend him for his efforts on our behalf, indicating your support of H.R. 3605. Also communicate with your own Congressman and any others with whom you may have influence.

2. H.R. 6368 introduced by Mr. Victor L. Anfuso of New York and referred to the Committee on Ways and Means. This bill provides for the payment of retirement allowances to any worker with four quarters of coverage who becomes blind. The bill is a technical one, and in order to be entirely sure that it achieved the end we sought, the Chairman was instructed to write to Mr. Anfuso and seek assurance that the blind people referred to in the bill would receive payments on determination of blindness as though fully insured. Mr. Anfuso replied graciously and promptly, assuring us that this was the purpose and provision of H.R. 6368. Again, we urge you to write in support of this legislation, including a word of commendation for this Congressman who has taken up the legislative cudgel on our behalf. Write also to Congressman Jere Cooper, Chairman of the Ways and Means Committee.

3. H.R. 5658 introduced by Mr. Thomas A. Jenkins of Ohio and referred to the Committee on Ways and Means. Mr. Jenkins was one of the prime movers in securing special status for the blind under the provisions of Title X at the time of passage of the Social Security Act. It seemed fitting, therefore, that he should be asked to foster the amendment to this Act extending the exempt earnings beyond the present $50 per month. Mr. Jenkins, too, deserves your letters of commendation and your offer of support.

4. H.R. 6500 introduced by Congressman

D. R. (Billy) Matthews of Florida and referred to the House Committee on Education and Labor is a new form of the old Boggs Bill. In the past this bill never got out of committee. Let us get behind Mr. Matthews, Mr. Priest and the others who are working for us, toward passage of this bill. Send your letters to representatives in your home districts and to Messrs. Matthews and Priest. Your Committee feels that the study provided for in this bill is long overdue.

In addition to these four bills which we consider our primary concern, your Committee took under consideration a great many other legislative proposals, some of which we approved. However, where these bills had been introduced by sister agencies whose work would be directly affected by their passage, we felt that our function should be supportive. Where these bills would benefit the blind along with other disabled groups, we likewise voted unanimously to lend support, but we felt that benefits sought for the blind should be incorporated into separate bills and worked for as separate entities. This we did, not because we wished to be exclusive, but because, generally speaking, history has shown that effective legislation for the blind can be achieved only where the blind are dealt with apart from other handicapped groups. Later the benefits obtained for the relatively small number of blind people can be, and often are, extended to the much larger group of disabled. Examples of legislation where our interest is secondary but quite real are those bills that provide for the following:

1. Increase in the income tax exemption from the present $600 to various higher figures. Any increase obtained would, of course, apply to the special exemption for blindness. (H.R. 24, H. R. 199, H. R. 302, etc.)
2. Making available to State Welfare Agencies information with respect to income tax exemptions claimed on recipients of or applicants for public assistance. (H.R. 486)
3. Income tax exemption of the costs of transportation to and from work for disabled workers. (H.R. 2394)
4. Retirement payments as though fully insured to covered workers who become totally disabled. As indicated above, we have separated the blind from these bills and have introduced our own legislation, the Anfuso Bill. (H.R. 518, H.R. 700, etc.)
5. Investigation by licensed radio and TV stations of any person or organization using their facilities for fund-raising, said investigation to be sufficiently wide in scope to enable the stations to answer proper questions from members of the public. (H.R. 177)
6. Extension of talking book service to certain incapacitated people, not blind. (H.R. 318)

The Committee wishes to call your particular attention to *S. 1297,* introduced by Senator Kefauver of Tennessee, which met with our unanimous disapproval as it would weaken or even destroy the provisions of the Church Bill with reference to interstate transportation of fireworks that we and other agencies worked so hard to have enacted: and to

H.R. 3136, introduced by Mr. John M. Robison, Jr. of Kentucky increasing the appropriation to the American Printing House for the Blind, and extending the per capita grant for educational materials for blind school children to apply to children being taught in classes other than those in residential schools for the blind, and special public school classes, which has our hearty support: also

An Act for the employment of the blind under federal concession contracts, drawn up by the National Federation of the Blind, the general aim of which the Committee approved, although believing that its compulsory features might in the long run do more harm than good to those it was meant to serve.

In addition to direct legislative doings, your Committee was active in cooperative relations with various groups in our field of endeavor, and with representatives of agencies of other handicapped groups. For instance, on 1/20/55 a meeting was held in the Washington offices of the American Foundation for the Blind to which were invited representatives of many groups concerned with the blind, and with welfare in general. Present were General Melvin J. Maas, Chairman of the President's Committee on Employment of the Handicapped,

Mr. Jay L. Roney, Director, Bureau of Public Assistance, Social Security Administration, and other distinguished gentlemen. The discussion was very cordial and concerned itself with virtually every phase of our work.

On March 15 Mr. Allen and I represented the AAWB in New York at a meeting called by the American Foundation for the Blind and made up of representatives of all major groups concerned with the blind. At this meeting there was a frank and sometimes heated exchange of views on legislation and philosophy pertaining to our work.

On May 16-17 we again represented you, this time in Atlantic City at a gathering of representatives of national private agencies concerned with the disabled. This meeting was called by the National Rehabilitation Association. It was salutary to compare the strivings and philosophies of these other groups with our own.

But all our work as you may well imagine, was not done in meetings. In addition to much long distance telephonic communication, a vast number of letters went out from Mr. Allen's office to Postmaster General Summerfield, to Secretary Hobby of HEW, to Miss Switzer of OVR, and to others in high places. These letters dealt with many subjects, examples of which would be:

1. A request that OVR employ additional capable blind staff members to service the agencies for the blind throughout the country;
2. An inquiry about the status of departmental regulations to implement the new Randolph Sheppard amendments;
3. Support of the stand of the National Federation of the Blind in the matter of assigning vending machine profits to the blind operator in the Spokane, Washington office.

As already indicated, the legislation we are primarily interested in is still in committee, but we have every reason to believe that in the months ahead it will be loosened from the log jam, come up for air, and for full discussion and with a bit of luck and support from workers throughout the country, be enacted into law. Your Committee, though, cannot do the job alone. All those interested in moving the welfare of the blind a notch or two higher should get active, and at once, on behalf of the bills we have called your attention to.

In closing I want to express my sincere thanks to Mr. Allen, to Mr. Walker, and to all my colleagues of the Legislative Committee. It has been a pleasure to work with them in carrying out your mandates; and I now lay down my mantle with a mingling of regret and relief. My tenure, a happy one, has been long enough. Your new President will appoint a new Chairman who will have a new approach to problems old and new, and with this predominance of newness all should be bright for our legislative future.

Respectfully submitted

FRANCIS J. CUMMINGS, Ph.D.,
Chairman

(Following the reading of the report, Mr. Don Perry of Utah moved its adoption, with a vote of thanks to the Committee, and duly seconded, the motion was carried unanimously.)

REPORT OF COMMITTEE ON ETHICS

*** FRANCIS J. CUMMINGS, Ph.D., Chairman**

Executive Secretary, Delaware Commission for the Blind
Wilmington, Delaware

During the course of our work since we reported to you a year ago, we have encountered problems which we felt it necessary to bring to the attention of your Board of Directors, who in turn have presented some of them to you, earlier this morning. We are grateful that you have seen fit to strengthen our hand by actions taken through motions adopted by this convention, as summarized at the end of this report, and we believe we shall thus have been greatly assisted in the work we must continue to carry on in the future.

* Visually handicapped.

It is now my duty to summarize for you the statistics concerned with the handling of applications for our Seal of Good Practice since the report made to you at Houston, in 1954. At that time, we reported that we had approved 30 agencies to whom we granted the Seal.

Since that report, we have received requests for renewal of the Seal from 23 of the 30 agencies approved. Of these, we have approved 17, withheld approval of 2 and are holding 4 applications for further information. Of agencies approved last year, 7 have not as yet sought renewal. Thus we account for the 30 approvals reported last year.

We have also received new requests totaling 7. Of these we have approved 5 and withheld 2. So of applications totalling 30, we have approved 22 (17 renewals and 5 new), have withheld 4, and are holding 4 for further information. A list of approved agencies, awarded the Seal of Good Practice, follows:

RENEWALS (17)

American Foundation for the Blind, New York, N. Y.

American Printing House for the Blind, Louisville, Kentucky.

Cleveland Society for the Blind, Cleveland, Ohio.

Kentucky Workshop for the Blind, Louisville, Kentucky.

Cambria County Branch, Pennsylvania Association for the Blind, Johnstown, Pennsylvania.

Chicago Lighthouse for the Blind, Chicago, Illinois.

Braille Institute of America, Los Angeles, California.

Leader Dogs for the Blind, Rochester, Michigan.

Colorado Division of Services for the Blind, Denver, Colorado.

New Hampshire Association for the Blind, Concord, New Hampshire.

Alabama Institute for the Blind, Adult Blind Department, Talladega, Alabama.

Industrial Home for the Blind, Brooklyn, New York.

Minneapolis Society for the Blind, Minneapolis, Minnesota.

Blair-Centre Branch, Pennsylvania Association for the Blind, Altoona, Pennsylvania.

Pennsylvania Association for the Blind, Harrisburg, Pennsylvania.

New York Guild for the Jewish Blind, New York, N. Y.

American Foundation for Overseas Blind, New York, N. Y.

NEW (5)

Rochester Association for the Blind, Rochester, N. Y.

Guide Dogs for the Blind, San Raphael, California.

Albany Association for the Blind, Albany, N. Y.

Perkins Institution—Deaf-Blind Department, Watertown, Massachusetts.

Vermont Division of Services for the Blind, Montpelier, Vermont.

Respectfully submitted,
ALFRED L. SEVERSON
M. ROBERTA TOWNSEND
H. A. WOOD
MARJORIE S. HOOPER, Secretary
FRANCIS J. CUMMINGS, Chairman

(Following the reading of the report, a motion to adopt, duly seconded, was carried unanimously.)

Motions Adopted Respecting the Code of Ethics

(NOTE: The presentation of these motions was recommended by the Board of Directors, and accordingly, each was presented for the vote of the convention, following the Report of the Board of Directors at the Business Meeting on Friday morning, June 24th. Each motion was discussed briefly, and each was adopted by the convention, the second only receiving any negative votes.)

1. *Moved:* that we rescind the provision that to be eligible for the Seal of Good Practice an agency staff must include at least three employees in the administrative, professional or technical categories.
(Motion Carried)

2. *Moved:* that the A.A.W.B. condemn the use of cannisters, coin boxes and such on the public streets and in public places, and that it further condemn Postmen's Walks and similar fund-raising schemes by agencies for the blind, and withhold the AAWB SEAL OF GOOD PRACTICE from agencies employing such practices.

(Motion carried after admendment to defer consideration was defeated.)

3. *Moved:* that the Committee on Ethics be granted authority to adopt such regulations as in its discretion the Committee may feel to be necessary in order to discourage undesirable practices in fund-raising.

(Motion Carried.)

4. *Moved:* that the Committee on Ethics be granted continuing authority in its best discretion, to act in interim periods between conventions, in all matters relating to the granting of the Seal of Good Practice.

(Motion Carried.)

Election of Member of Ethics Committee

To fill the vacancy brought about by the expiration of the term of Miss Marjorie S. Hooper, Miss Hooper was nominated to serve for a five-year term. The nomination was duly seconded and there being no other nomination, Miss Hooper was declared duly elected to serve until 1960.

REPORT OF BOARD OF CERTIFICATION OF HOME TEACHERS OF THE BLIND

ALFRED ALLEN, Secretary

Assistant Director, American Foundation for the Blind
New York, New York

We are pleased to offer for your approval the names of 19 successful candidates who have satisfied all the requirements for certificates granted by the AAWB to such Home Teachers of the Blind as can meet the requirements adopted by this Association, and in so doing, we wish to congratulate the successful candidates, and to express the hope that they will devote themselves faithfully to the service of the blind, to whose service we are all dedicated. We also attach statistics covering certificates granted to date:

Class I Certificates

Miss Cecile Audet, Quebec City, Quebec
Mrs. C. Chatelain, Montreal, Quebec
Miss Margaret Coady, St. John's, Newfoundland
Miss Dorothy Colangelo, Brooklyn, New York
Mrs. Dolores Dreher Coombs, Philadelphia, Pennsylvania
Miss Genevieve Crowley, Omaha, Nebraska
Mr. Frank DeFabbo, Jr., Philadelphia, Pennsylvania
Miss Thelma Mary Doucette, Charlottetown, Prince Edward Island
Miss Margaret Froese, Leamington, Ontario
Miss Joy Gilpin, Brentwood, Missouri
Mr. Isadore Ginsberg, Philadelphia, Pennsylvania
Miss Marion Sarah Hamlin, Boston, Massachusetts
Miss Geneva Harrison, Miami, Florida
Mr. John Horst, Hollsopple, Pennsylvania
Miss May Kashdan, New York, New York
Miss Elsie Pankratz, Sudbury, Ontario
Miss Theresa Papan, Reading, Pennsylvania
Miss Jean Sullivan, Highland Park, Michigan
Mr. Roy Ward, New York, New York

Class II Certificate

Miss Gloria Mortimore, Toronto, Ontario

Since the first award of certificates in 1945 the Board has issued certificates as follows:

Class I	179
Class II	10
Service	52
Total	241

The geographical distribution of certificates at the time they were awarded is as follows:

Alabama	3
Arkansas	1
Colorado	1
Connecticut	6
District of Columbia	1 (1 Class II)
Florida	3 (1 Class II)
Hawaii	1
Illinois	6 (1 Class II)
Iowa	1
Kansas	1
Kentucky	1

Louisiana	3
Maine	1 (1 Class II)
Massachusetts	2
Michigan	6 (1 Class II)
Minnesota	5
Missouri	11
Nebraska	1
New Jersey	4 (1 Class II)
New York	15
Ohio	11
Oklahoma	1
Oregon	3
Pennsylvania	39
Rhode Island	2
Tennessee	4
Texas	4
Utah	6
Virginia	2
Washington	7
West Virginia	1
Wyoming	2 (1 Class II)
CANADA	
Manitoba	5
New Brunswick	1
Newfoundland	1
Nova Scotia	1
Ontario	20 (3 Class II)
Prince Edward Island	1
Quebec	3
Saskatchewan	1
BRITISH WEST INDIES	1
Total	189 (10 Class II)

Respectfully submitted,
Miss M. Roberta Townsend
Alfred Allen, Secretary
Dr. Berthold Lowenfeld, Chairman

(Following the reading of the Report, a motion to adopt, duly seconded, was carried unanimously.)

REPORT OF THE JOINT UNIFORM BRAILLE COMMITTEE

PAUL J. LANGAN, Chairman

Superintendent, Kentucky School for the Blind
Louisville, Kentucky

This report will be in the nature of a progress summary of the meetings, actions, and developments pertaining to braille by the Joint Uniform Braille Committee since our last meeting with you in Houston.

By way of review, I should remind you that the SUGGESTED REVISION OF STANDARD ENGLISH BRAILLE GRADES 1 AND 2, dated June-July 1954 as prepared and published by the Committee, was unanimously approved and adopted by both the AAIB in Batavia in June 1954, and by the AAWB in July 1954 at Houston, with the added recommendation that the Chairman proceed at once to negotiate with the British Committee. I shall attempt, therefore, to briefly bring you up to date on how the Committee has followed your directions in these matters, along with a report first, of the two subcommittees which are appointed by the Joint Committee.

Sub-Committee on Mathematics—as a conclusion of a two year study by this group, you will be interested to know that on November 9, 1954, the Chairman presented by resolution a proposal to the Publications Committee of the American Printing House that all mathematics texts embossed for the schools in the future be transcribed in the Nemeth Code. On schedule for delivery to the schools this fall is a complete new arithmetic series and the second book of the algebra used in the experiment a year ago. As Chairman of the Joint Committee, I want to express the appreciation of all the members to the Sub-Committee on Mathematics, and to the AAIB Mathematics Teachers' Group for their interest and co-operation in this project. The work of this sub-committee is completed for the time being.

Sub-Committee on Music—two members of this group were in attendance last summer at the International Conference on Braille Music in Paris. As you perhaps know, from the published reports of UNESCO and the consultant that 'the conference, recognized that further study, consultation, and in some cases experiments should be carried out before a revised edition of the universal manual on braille music notation can be pub-

lished'. Progress has been made in this field, however, and it is not unreasonable to expect that with this initial conference behind them and the problems reviewed, the thinking of the international experts in this technical field will come forth in another year or two with a revised code of music notation.

Literary Braille—On December 1-2, 1954 the Joint Uniform braille committee met in Louisville, Kentucky. Our minutes from this meeting note that in spite of the apparent approval and acceptance of the SUGGESTED REVISION by the two Associations, the members of the Committee were not entirely satisfied after seeing the results in published form. It was obvious, of course, that we expected the usual number of misprints due to the rush of getting the report into print and braille for the conventions. We likewise anticipated some duplications, repetitions, and a few errors of omission and commission. Most of these we recognized immediately. Others were brought to our attention by braillists throughout the country after they had had an opportunity to carefully examine the contents of the revisions. The Committee was most pleased by the favorable comments received from many braille readers, and not at all disappointed that we had not been able to satisfy all points of view. It was decided, therefore, that prior to exchanging the material with the British Committee that we would spend the interim time in securing more thinking from people in the field.

The Chairman wrote to the Presidents of the three Home Teachers' Associations and the Chairmen of the Primary and the Language Arts Workshop sections of the AAIB to ask that committees of three from each group be appointed to report to us from their regional conventions wider comments on the proposed revisions. Again the Committee was encouraged by the number of complimentary letters received from the teachers stating that the work done to date met many of the demands for clarification and easy reading of long standing, and expressed hope that the official usage of the recommendations would soon be authorized.

It is not the intent of the Chairman to pass over this matter lightly or to give the impression that criticism of the revisions was not expressed. This, however, was to be expected. We do earnestly feel, however, that admitting that the present code has never fully satisfied all readers and transcribers, we could do no more than our predecessors in trying to satisfy the majority of thinking, and hope that the minority would not feel ignored. We have profited, we feel, by the experience of the earlier braille committees and have given very serious consideration to the growth of common usages and practices cropping out in many areas during the past twenty-some years. You will find these have been recognized in the suggested revision together with many others which came from the combined thinking of many years by the Committee members. All changes proposed were first tested thoroughly for the ease and convenience of reading and uniformity of transcribing. We sincerely believe these recommendations are sound and will prove to be beneficial in time to come.

In accordance with your directive to begin negotiations with the British Committee, the Chairman and Secretary have been in correspondence with the Chairman of the English group throughout the years. This has culminated in a one way exchange to date of two parts of the material presently under consideration and in use across the Atlantic. Your Committee has been supplied with copies of this work and though not prepared to make a report at this time, wants you to know that the studies made by the experts in England will be of real value in our consolidated thinking on the matter of uniformity in the future.

The final rewriting of our Revisions is now available and after this meeting will be sent to the British Committee for examination. Progress beyond that stage cannot be determined at this point, but it might be that a meeting of the two Committees could be held within the next year perhaps sponsored by the World Council to provide the opportunity of discussing our mutual problems at the conference table. With the Chairman of the English Committee here in attendance at this convention, we have scheduled a meeting of the Joint Uniform Braille Committee for this afternoon with our visitor as a guest. This first hand report will undoubtedly enable us to come to some solution as to how we are to proceed from this point, with even a possibility of an extensive and comprehensive

technical report at the 1956 Conventions of our two Associations.

In conclusion, mention must be made here of the personnel of our Committee in view of the rotating nature of our appointments. Last year the new President of the AAIB reappointed the three original members of the Committee from the AAIB to serve their third biennium. Therefore, Miss Hooper, Mr. Rodenberg and I are about to begin our sixth year on this project. At the meeting of the Committee last December, Miss Hooper was re-elected Secretary and your speaker as Chairman again. The AAWB members appointed in 1950 still serving on the Committee are Mr. Alfred Allen and Mr. Robert Beath. Mr. Bernard Krebs, who succeeded Dr. Francis Cummings in 1951, is the third AAWB member. With the election of a new President of the AAWB at this Convention, appointments will again come up for this committee for the next two years. I think I can express here the hope that the continuity of this Committee will not be lost at this important stage of the work. I know the present Committee members would be happy to be relieved of the burden of their assignments in this capacity and share with others places on this most interesting committee. However, I do not need to tell you how essential it is for the present members to follow through on this work which is just now beginning to become tangible. To lose any of the members at this particular time would, perhaps, slow down the future progress of the Revisions until the new appointees could be oriented into the thinking behind the work done to date.

I feel that all of the members of the Committee would like to have me express to you at this time our appreciation for your help in making this project as meaningful as it has been, and we are certainly indebted to you for your indulgence and patience while the details and technicalities of this code revision was being embossed, printed and presented to you. It has not been an easy task, but your expressions of approval have been most encouraging to us and brought us to this stage of readiness where we now can proceed with confidence with a document of which we are proud to be the authors.

Respectfully submitted,

Alfred Allen
Robert Beath
Bernard Krebs
L. W. Rodenberg
Marjorie Hooper, Secretary
Paul J. Langan, Chairman

(Following the reading of the Report, a motion to adopt, with thanks to the Committee members, and duly seconded, was carried unanimously.)

REPORT OF RESOLUTIONS COMMITTEE

H. A. WOOD, Chairman

Executive Secretary, North Carolina State Commission for the Blind
Raleigh, North Carolina

Before submitting the formal report of your Resolutions Committee, I should like to offer this explanation of the Committee's actions. A number of resolutions were received by your Committee which will not be offered to the convention for action because the Committee felt that the purpose of the resolution could be better attained by referring the resolutions to the Board of Directors or to the appropriate section of your Association.

Your Resolutions Committee has sought to include in its report all resolutions presented which were consistent with the constituted purposes of the American Association of Workers for the Blind. These resolutions have been carefully studied by the Committee and the following are presented for your consideration at this time.

The Resolutions Committee would like to have it understood that this report includes the request that our Secretary-General inform the appropriate people, organizations and agencies of the sentiments of this convention as expressed in these resolutions, according to his usual good judgment.

Resolution 1

In the friendly and cooperative atmosphere

of this, the 29th convention of the American Association of Workers for the Blind, we hereby make a matter of record our genuine thanks and appreciation to those individuals, committees and organizations who have, through their combined efforts, made this a most successful meeting. The details of planning and execution are legion in number and time and patience consuming in nature. We feel that a most worthwhile job has been accomplished.

To our hosts: the National Council and the Western, Central Western, Ontario, Quebec, Maritime and Newfoundland Divisional Boards of The Canadian National Institute for the Blind, and the Quebec City and District Board and Ladies' Committee of The Canadian National Institute for the Blind:

And particularly to our volunteers at the registration desk, Mrs. A. D. Sampson and Mrs. Lucille Murphy of the Quebec Tourist Bureau and to Mr. M. L. Pare, Director of the Quebec Tourist Bureau; to Miss Melicent Craig of the staff of the Montreal office of the Canadian National Institute for the Blind and to Miss Irene Frankenthaler and Miss Marta Sobieski of the staff of the American Foundation for the Blind for their invaluable help at the registration desk.

To all of you we are deeply grateful for your unstinted efforts to the end that we will long remember our convention and visit in Quebec City as a safe and happy one.

Especially do we thank the following for the work they did in making our stay in Quebec City so pleasant: Colonel E. A. Baker, Chairman of the Host Committee, Mr. Arthur Weir, Vice-Chairman, and members Judge J. Bilodeau, Miss Mary A. Clarke, Mr. J. A. Godin, Mr. Henri S. Labelle and Captain M. C. Robinson; His Excellency, the Archbishop of Quebec; the Right Honorable, the Prime Minister of Canada; the Honorable Prime Minister of the Province of Quebec; and His Worship, the Mayor of Quebec City. To Mr. G. J. Jessop, Manager, to Mr. W. Cashman and Mr. D. McCartney, Assistant Managers, and to the entire staff of the Chateau Frontenac, we express our gratitude for the countless acts of courtesy and service. To our esteemed and efficient Secretary-General, Mr. Alfred Allen, we renew our thanks and find it comforting to be able again to rely on his good offices to see that appropriate letters are written to individuals and organizations indicated in this resolution.

Resolution 2

WHEREAS the problems of the blind and the deaf not only of the United States but of the entire world have been of primary concern during her entire lifetime, and

WHEREAS she has given unsparingly of herself in working for the emancipation of these handicapped peoples, and

WHEREAS Miss Helen Keller will on Monday, June 27, attain her seventy-fifth birthday,

BE IT RESOLVED THAT this Association convey its affectionate greetings and deepest appreciation to Miss Keller for the inspiration which her life has represented to all peoples everywhere.

Respectfully submitted,

GEORGE J. EMANUELE
HOWARD S. HANSON
DONALD W. PERRY
WINFIELD S. RUMSEY
H. A. WOOD, Chairman

(Following the reading of the Report, a motion to adopt, duly seconded, was carried unanimously.)

REPORT OF THE LONG RANGE PLANNING COMMITTEE

KATHERN F. GUUBER, Chairman

Assistant Director, American Foundation for the Blind
New York, N. Y.

After his election as President of the AAWB at the Washington Convention in 1953, Captain Robinson appointed a special committee known as the Long Range Planning Committee of the AAWB. Two persons were appointed to this Committee—Dr. Francis Cummings and Kathern Gruber, the latter being requested to serve as Chairman. Prior to the Houston Convention in 1954, this Committee of two members held one informal meeting

(May 12, 1954), which was attended also by Mr. Alfred Allen, Secretary-General of the AAWB. The meeting was purely exploratory in nature and the results were reported informally to President Robinson who, in his presidential address at the Houston Convention, announced the committee to the membership in the following statements:

> "The second new committee is on "Long Range Planning." We are living in a fast moving and changing society. At no time in our history have such important developments occurred in respect to social and economic security than at the present time. If we are to keep pace with these fast moving changes it would seem essential that our organization be geared in such a way as to adapt itself to the changing needs of our time. It will be the responsibility of this committee to keep in touch with these changing needs and to predetermine wherever possible the plan of organization which may best fit the situation. It is hoped that this committee may not only develop a blueprint on organization planning and development, but may also work out a philosophy of our approach to the problems of the blind which will bring ultimate benefits to the highest possible peak. It will not be sufficient to merely advocate new measures. Obstacles to progress also include some ill devised or outmoded forms of assistance. They perhaps represented the best we could get at the time, but now stand in the way of something better. And so, we look forward with keen anticipation to the recommendations of this committee."

This public launching of the Committee at Houston marked the real beginnings of activity. Two Consultants were added to the Committee—Col. E. A. Baker and Col. L. L. Watts. It was a foregone conclusion that the work of this Committee could be achieved only if it could be augmented in size and in ideas through the representation of other AAWB members.

Inasmuch as President Robinson, in a letter to the Chairman, had asked that the Committee add to its number at its own discretion, the Committee proceeded to do this deliberately and carefully through the appointment of five sub-committees, each of which was asked to explore a specific area of planning and to make recommendations. In choosing personnel to serve on these sub-committees, care was exercised in order that geographic areas of the United States and Canada might be represented and also that public, private, quasi-public, and lay groups might be represented. As a result of this premeditated design, the total membership of the augmented Committee numbers 19 with the following distributions:

Geographic Area	
Canada	3
East	7
Mid-West	4
South	2
West	3
Agency	
Lay	1
Private	7
Public	8
Quasi-Public	3
National	7
Local	12

The five specific areas of exploration assigned to the sub-committees were all concerned with organizational structure and are as follows:

Sub-Committee on Board of Directors

H. A. Wood, Chairman
J. R. Atkinson
Michael Supa

Sub-Committee on Interest Groups

Rev. T. J. Carroll, Chairman
Mrs. Kathryn Barkhausen
Miss Louise Cowan

Sub-Committee on Membership

M. Roberta Townsend, Chairman
Mrs. Lee Johnston
Irvin Schloss

Sub-Committee on Nominations and Elections Procedures

Robert Beath, Chairman
Mrs. Juliet Bindt
C. Stanley Potter

Sub-Committee on Regional Planning

P. J. Salmon, Chairman
Raymond Dickinson
Roy Kumpe

All Committee members were supplied with copies of the Constitution and By-Laws of the American Association of Workers for the Blind and with a suggested list of points which might be explored for possible recommendation concerning planning for the future. Each Chairman of a Sub-Committee used his own initiative and discretion in directing the work of his committee.

On March 3, 1955, the Long Range Planning Committee met at the American Foundation for the Blind for an all-day session to hear the reports and recommendations delivered in person by the Sub-Committee Chairmen and to develop a consensus or convergent trend concerning the recommendations to present to the Board of Directors and to the membership of the AAWB at this meeting in Quebec. Present at this meeting on March 3 were the following:

Allen, Alfred (ex-officio)
Baker, Col. E. A.
Beath, Robert W.
Carroll, Rev. Thomas J.
Cummings, Dr. Francis J.
Gruber, Kathern F. (Chairman)
Robinson, Capt. M. C.
Townsend, Roberta

Absent were the following:

Salmon, P. J.
Watts, Col. L. L.
Wood, H. A.

At the close of the day's deliberations, it was agreed that the Chairman of the Long Range Planning Committee would confer with Consultant Col. Watts if possible (this was effected on May 5), and then draft the final report for presentation at the Quebec meeting.

The report which follows is a provisional one submitted to the membership of the AAWB for its consideration presently and throughout the year, and possibly leading to more definitive and conclusive action at the 1956 convention of the AAWB in Los Angeles.

Recommendations of the Long Range Planning Committee

I. *Membership and Interest Groups*

Inasmuch as individual membership in the AAWB and subsequent classification in one of the interest groupings seemed to be closely related, it was recommended by the March 3 meeting that the suggestions of these two sub-committees be incorporated in the same framework of recommendations as follows:

1. That two major classifications of memberships be created and henceforth known as "active" memberships and "associate" memberships.
2. That "active" members include employed personnel rendering services to blind individuals and, for purposes of voting for Board of Directors, be divided into three groups—administrators, professional personnel, and technicians or specialists.
3. That "associate" members include all those interested in services for blind individuals but not actually employed in rendering these services, such as board members, volunteer workers, etc.
4. That "active" members pay $5.00 annual dues and be entitled to vote; that "associate" members pay $2.50 annual dues and not be entitled to vote nor to receive a copy of the AAWB Proceedings unless an additional $2.50 were paid for the latter.
5. That the preceding recommendations not be retroactive nor mandatory with respect to AAWB members in good standing at the time of implementation of the recommendations; that such members be permitted to request classification in either group and adhere to the privileges and restrictions covering the chosen membership classification.
6. That classification of individuals seeking membership in the AAWB *after* implementation of the recommendations be determined by the Membership Committee in accordance with definite standards to be adopted by the AAWB.
7. That the present status of "honorary" and "life" memberships be maintained.
8. That on the basis of the proposed membership recommendations, representation on the Board of Directors of the AAWB be as follows: Administrators, 2; Professional Personnel, 2; Technicians or Specialists, 2; Associate Members, 1; with elections to the Board so held that staggered Board membership may always be assured.
9. That six interest groups be established

and given official status as follows: (1) Dynamics (case workers, psychologists, reorganization personnel, counselors of parents, etc.); (2) Vocational Services (vocational counselors, placement personnel, business enterprise specialists, vending stand specialists, production shop staffs, etc.); (3) Educational Services (Adults)—(home teachers, mobility restoration specialists, skill teachers, etc.); (4) Educational Services (Youth)—(teachers of blind children, administrators of educational programs, etc.); (5) Literature for Blind Persons (library staffs, both braille and Talking Book; braille transcribers; recording personnel; publishers of any process, etc.); (6) Supportive and Recreational—(staffs of custodial homes, custodial workshops, recreational centers, etc.).

10. That AAWB members—active or associate—be permitted to participate in any of the sessions of any of the six interest groupings and indicate this participation so far as possible at registration time.
11. That an over-all Program Committee be appointed to suggest the content of the programs of not only the general sessions but also of the six interest groups, and that such over-all Program Committee be assisted by appropriate sub-committees to carry out the specific details.
12. That very special groupings *without official status* be permitted to convene, through arrangement with the Secretary General, at such times as will *not* conflict with arranged meetings of the status interest groups; that such special groupings may be found among the following: (1) Administrative Group A (heads of agencies with more than X number of employees); (2) Administrative Group B (heads of agencies with less than X number of employees); (3) Workers in Prevention of Blindness; (4) Workers with Multiple Handicapped, etc.

II. *Nominations and Elections*

1. That a five-member Nominating Committee be constituted as follows: (1) one member elected by the Board of Directors from its own membership, *but not an officer* although the officers should be given the opportunity to participate in the selection. (2) one member elected from and by the past presidents in attendance and in good standing at the time of the selection; (3) three members from the interest groups, such members to be selected by the Directors representing the interest groups either from among themselves and/or from among the general membership.
2. That the Nominating Committee elect its own Chairman.
3. That such a Nominating Committee be constituted a year in advance of election year.
4. That the slate of candidates be posted or announced during the convention at least 48 hours prior to elections, and that consideration be given to the possibility of sending the slate of candidates by mail with the convention notices.
5. That all nominees give their personal consent before their names are posted on the slate and that all such nominees be active AAWB members in good standing.
6. That nominations from the floor continue to be valid, but that such nominations conform with (5) above.

III. *Board of Directors*

Recommendations concerning the Board of Directors were received after the March 3 meeting and are submitted here as follows *without* benefit of the intensive study and recommendations by the assembled Committee:

1. That, as a principle, membership on the Board of Directors be limited to one person from one agency at a time.
2. Inasmuch as the Board of Directors is not large enough to provide for representation of various geographic areas and major disciplines, it is recommended: (a) that an Advisory Board be established by the Board of Directors of the AAWB; (b) that the number of members on the Advisory Board be equal to or larger than that of the Board of Directors; (c) that such membership provide a balanced representa-

tion of disciplines and be representative of the geographic areas encompassed by the membership; (d) that the function of this Advisory Board be, as the term implies, to make available to the Board of Directors the special knowledge and skills of its carefully-selected members.

3. That an Advisory Board alternative to that suggested by a, b, c, and d above might be composed of past presidents of AAWB.
4. That the same objectives desired in the formation of an Advisory Board might be achieved through adding to the Board of Directors a certain number of Directors-at-Large representing geographic areas.

IV. *Regional Planning*

Inasmuch as regional meetings of the AAWB might make it possible for more people to attend than do attend a single national meeting; and inasmuch as regional meetings might be the proving ground for qualified persons who may not yet have achieved national recognition; and inasmuch as the AAWB needs all the genuine and important contributions that might result from directed regional activity, it is recommended:

1. That the AAWB once again consider the idea of holding biennial conventions with regional conferences on alternate years and with the national convention rotating from region to region.
2. That any regional plan developed for this purpose include regions of Canada with appropriate regions of the United States and not as a single, separate unit.
3. That if the membership in conference in Quebec manifests sufficient positive interest in regional planning, the administration of the AAWB so note and subsequently prepare a definite and comprehensive plan of geographic distribution and rotation to present to the Los Angeles Convention in 1956.

The foregoing recommendations concerning specific organizational structure of the AAWB represent only a part of the work of the Long Range Planning Committee. Study has been initiated with respect to the following items:

1. The advisability of a third membership classification—that of "agency memberships."
2. The development of specific standards for admission to individual membership in the AAWB *other than* interest in the welfare of blind persons or in the prevention of blindness, approval by two members in good standing, and payment of dues.
3. Specific clarification of what constitutes a quorum in the AAWB.
4. "In-service-training" institutes during conventions for those actively engaged in services to blind persons but who have no formal preparation for it.
5. Exploration of plans of "idea scouting" to bring to national conventions reports of experimental work, diverse points of view, and a sharing of advances in professional knowledge.

In addition to long-range planning regarding organizational structure, President Robinson charged the Committee to examine various philosophies of approach to problems of blind persons and to explore the potential of the AAWB as a dynamic forum in which to study and discuss these basic social welfare problems and issues as they affect blind persons. A concrete evidence of implementing this charge was a recommendation to the Program Committee to structure two general sessions of this Quebec Conference around a somewhat controversial but very important issue and to involve the membership in active participation in these sessions. Further implementation of this charge in the area of "intangibles" will rest somewhat upon the action of this body with respect to its disposition of membership recommendations.

It has been stated by social welfare authorities that unrestricted membership organizations, of necessity, emphasize general subject matter, leaving more specialized and technical subject matter to the more restricted membership organizations. Long-range planners for any organization must take into account as a *basic* factor the specific character of the organization as expressed by the will of its membership.

This, then, leads the Long Range Planning Committee to state to the incoming President and Board of Directors that the work of

this Committee has really just begun and to recommend, in the words of Dr. Francis Cummings, that "continuity of committee status may prevent the burial of excellent findings and would permit their possible implementation."

Respectfully submitted,

KATHERN F. GRUBER, Chairman
Long Range Planning Committee

(EDITOR'S NOTE: Applause followed the reading of the report, after which Miss Gruber moved that the report be accepted and printed in full in the annual proceedings of the convention. The motion was duly seconded. Colonel L. L. Watts then moved that the motion be amended, to provide that the report be accepted and filed. The amendment was seconded by Mr. J. Robert Atkinson and by Mr. Jake Jacobson. Considerable discussion ensued, and when the vote on the amendment was finally taken in the form of a standing vote, the amendment was defeated, with a significant number voting FOR the amendment. On the question of the original motion to accept the report and print it in the annual proceedings, the vote was preponderently in favor, though some voted against its adoption. The motion was declared carried.

On the motion of Colonel L. L. Watts, seconded by Dr. Francis Cummings, that the Past Presidents of the AAWB be constituted as an Advisory committee to the Board of Directors, and as an ADVISORY COMMITTEE on all questions concerned with the AAWB's Constitution and Bylaws, the convention voted overwhelmingly for the motion and it was declared carried.

Mr. J. Milton Johnson moved a vote of deep appreciation and thanks to Miss Gruber and to her fellow members associated with her in the preparation of the report of the Long Range Planning Committee. With Colonel Watts seconding, the motion was carried unanimously.)

BUSINESS MEETING

The annual Business Meeting of the AAWB was held on Friday morning, June 24, opening with a report from the Board of Directors, followed by reports of the committees on Auditing, Necrology, Legislation, Ethics, the Board of Certification of Home Teachers, the Joint Braille Committee of the AAWB and the AAIB, the Resolutions Committee and the Long Range Planning Committee. All of these reports appear in full elsewhere in these Proceedings.

Action on Code of Ethics

Upon the recommendation of the Board of Directors, certain motions were adopted with respect to the authority of the Committee on Ethics, with respect to requirements for awarding the Seal of Good Practice, and with respect to the election of a member to serve a five-year term. The record of these actions follows the printed report of the Committee on Ethics. (See pages 198, 199)

Appointment of Past Presidents' Advisory Committee

Arising out of the discussion following the report of the Long Range Planning Committee (which appears in full elsewhere) a motion was put, seconded and carried, calling for the creating of a Past Presidents' Advisory Committee, to be given the responsibility of advising the Board of Directors and specifically in matters concerning the Constitution and Bylaws of the AAWB. (See page 208)

Invitations for 1957

The Secretary-General reported that we had received invitations to hold our 1957 convention in Philadelphia (extended by the Philadelphia Branch of the Pennsylvania Association for the Blind and the Pennsylvania Working Home for the Blind); Chicago (extended by the Illinois Association of Workers for the Blind); Baltimore (extended by the Maryland Workshop for the Blind); and New Orleans (extended by the New Orleans Lighthouse for the Blind).

Upon motion of Mr. Irving Selis of New York, duly seconded, the convention voted to hold the 1957 convention in Chicago at a time and place to be determined by the Board of Directors.

Introduction of New Officers

President Robinson called by name and asked the new members of the incoming Board to stand and be recognized. These included: Mr. Howard Patrem of Indiana, Mr. J. Milton Johnson of California, Dr. Neal F. Quimby of New Mexico, Mr. Donald G. Patterson of Washington, D. C., and Mr. Gordon L. Joyner of Virginia. President Robinson then introduced and handed over his gavel to Mr. Joseph F. Clunk of Philadelphia, Pennsylvania, new President of the AAWB, who in turn introduced his fellow-officers including Mr. Hulen C. Walker of Washington, D. C., First Vice-President, Mr. H. A. Wood of Raleigh, North Carolina, Second Vice-President, Mr. Philip N. Harrison of Harrisburg, Pennsylvania, Treasurer, and Mr. Alfred Allen of New York, New York, Secretary-General. Each officer in turn spoke briefly and pledged his loyalty and support to the ideals and goals of the Association, and pledged him-

self to work unceasingly for the next two years in promoting the growth and development of the AAWB.

The Secretary General then moved a standing vote of thanks to retiring President Robinson, in recognition of his faithful and devoted service to the Association during his term as President.

Adjournment

There being no further business President Clunk adjourned the 29th Convention until the next convention scheduled to open at the Statler Hotel, Los Angeles, California, beginning on Sunday evening, July 8 and adjourning on Friday, July 13.—A.A.

MISCELLANEOUS

REGISTRATION STATISTICS

	Members	*Visitors*	*Total*
Alabama	—	—	—
Arizona	2	2	4
Arkansas	7	2	9
California	7	4	11
Colorado	3	1	4
Connecticut	6	4	10
Delaware	4	—	4
District of Columbia	15	8	23
Florida	3	1	4
Georgia	5	—	5
Idaho	—	—	—
Illinois	14	5	19
Indiana	7	4	11
Iowa	2	—	2
Kansas	1	—	1
Kentucky	3	—	3
Louisiana	2	1	3
Maine	1	—	1
Maryland	9	2	11
Massachusetts	10	6	16
Michigan	4	4	8
Minnesota	3	3	6
Mississippi	—	—	—
Missouri	6	—	6
Montana	—	—	—
Nebraska	3	—	3
Nevada	—	—	—
New Hampshire	3	—	3
New Jersey	7	3	10
New Mexico	2	2	4
New York	63	18	81
North Carolina	35	18	53
North Dakota	—	—	—
Ohio	13	3	16
Oklahoma	4	1	5
Oregon	1	—	1
Pennsylvania	38	5	43
Rhode Island	2	—	2
South Carolina	—	—	—
South Dakota	2	2	4
Tennessee	—	—	—
Texas	9	9	18
Utah	3	1	4
Vermont	4	—	4
Virginia	20	8	28
Washington	1	—	1
West Virginia	3	—	3
Wisconsin	2	1	3
Wyoming	1	—	1
Canada			
(Alberta	3	2	5)
(British Columbia	3	2	5)
(Manitoba	1	2	3)
(New Brunswick	2	2	4)
(Newfoundland	2	1	3)
(Nova Scotia	4	4	8)
(Ontario	44	22	66)
(Quebec	16	10	26)
(Saskatchewan	3	2	5)
	78	47	125
Ethiopia	—	2	2
Great Britain	—	2	2
Mexico	1	—	1
Philippines	—	1	1
Totals	409	170	579

MESSAGE OF GREETING

During the convention Dr. Robert H. Thompson, First Vice-President of the American Association of Instructors of the Blind, extended a message of greetings to the convention from our sister organization and its President, Mr. J. C. Lysen.

MEMBERSHIP ROSTER

MEMBERSHIP ROSTER—1955

Key to Classification

a. Executive heads of agencies doing city-wide, county and local work for the blind, executive heads of workshops and industrial homes for the blind and executive heads of homes for the blind.
b. Rehabilitation specialists, placement agents and field officers for the blind, except Business Enterprise Specialists.
c. Home Teachers and social workers other than home teachers engaged in work with the blind.
d. Lay and non-professional group. (This group shall be composed of persons employed in work for the blind or prevention of blindness on a non-professional level, and any other persons interested though not employed in work for the blind or prevention of blindness.
e. Executive heads of any Commission or Association doing statewide work for the blind.
f. Executive heads of national agencies for the blind and professional staff members.
g. Executive heads of residential and day-school classes for the blind, and teachers in residential and public-school classes for the blind.
h. Librarians for the blind. Administrative heads of publishing house for the blind and all others engaged or interested in publishing for the blind in any process.
i. Business Enterprise Specialists for the blind.

Explanation of Symbols

¶Deceased.
*Visually handicapped.
‡Present and registered at Quebec City Convention.
†Honorary Life Member.
§Life Member.

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‡*WOODRING, Jesse (b)
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‡*WOODS, P. J. (a)
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‡*YODER, Norman (b)
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ZIMMERMAN, Harold R. (d)
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ZISETTE, Robert (d)
Board Member, Philadelphia Branch, Pennsylvania Association for the Blind, 100 East Price Street, Philadelphia 44, Pennsylvania.

ZWIERZANSKI, William John (d)
Lucky Clover Rabbit Farm, Belle Mead, New Jersey.

MEMBERSHIP—1955

	Renewals	*New*	*Total*
Alabama	9	1	10
Arizona	4	—	4
Arkansas	13	4	17
California	24(2)	—	24
Colorado	8(1)	2	10
Connecticut	10	3	13
Delaware	15(1)	3	18
District of Columbia	25*	12	37
Florida	33	9	42
Georgia	4	4	8
Idaho	—	—	—
Illinois	29	2	31
Indiana	4	4	8
Iowa	3	—	3
Kansas	11	—	11
Kentucky	5	1	6
Louisiana	13	4	17
Maine	2	1	3
Maryland	17(1)	2	19
Massachusetts	22(1)	8	30
Michigan	13	3	16
Minnesota	7	2	9
Mississippi	1	—	1
Missouri	17(1)	5	22
Montana	2	—	2
Nebraska	4	1	5
Nevada	1§	—	1
New Hampshire	3	2	5
New Jersey	13	2	15
New Mexico	5	—	5
New York	91(2)	23	114
North Carolina	48	9	57
North Dakota	1	—	1
Ohio	36	2	38
Oklahoma	5	—	5
Oregon	2	—	2
Pennsylvania	169(2)	27	196
Rhode Island	5	—	5
South Carolina	2	—	2
South Dakota	1	1	2
Tennessee	16	23	39
Texas	47(1)	3	50
Utah	3	—	3
Vermont	3	2	5
Virginia	27(1)	2	29
Washington	3	1	4
West Virginia	4	—	4
Wisconsin	8	—	8
Wyoming	1	1	2
Canada	66*(1)	33	99
Cuba	1	1	2
Guatemala	1	—	1
Hawaii	3	—	3
Mexico	1	—	1
Panama	1	—	1
Total	862	203	1,065

Number in parenthesis represents number of Life Members
* includes 1 Honorary Life Member
§ deceased

Group Membership

Group A	120
Group B	146
Group C	242
Group D	286
Group E	51
Group F	80
Group G	53
Group H	53
Group I	34
Total	1065

(as of August 8, 1955)

DIRECTORY OF NATIONAL AGENCIES FOR THE BLIND

AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND, INC.

ALFRED ALLEN, *Secretary-General*
c/o American Foundation for the Blind, Inc.
15 West 16th Street, New York 11, New York

OFFICERS (1955-1957)

Joseph F. Clunk, Philadelphia, *President*
Hulen C. Walker, Washington, D. C., *First Vice-President*
H. A. Wood, Raleigh, North Carolina, *Second Vice-President*
Alfred Allen, New York, New York, *Secretary-General*
Philip N. Harrison, Harrisburg, Pennsylvania, *Treasurer*

Founded in 1865 as the Missouri National College Association, changed in 1896 to The American Blind People's Higher Education and General Improvement Association, the organization took its present name in 1905—the American Association of Workers for the Blind. It was incorporated in 1955.

The purpose of the Association is "to render all possible assistance to the promotion of all phases of work for, and in the interest of, the blind, and to the prevention of blindness, throughout the whole of the Americas, the Territory of Hawaii and the insular possessions of the United States."

All persons in the Americas, the Territory of Hawaii and the insular possessions of the United States interested in the welfare of the blind or in the prevention of blindness are eligible to membership in the Association. The membership is divided into nine sectional groups of specific interests for the purpose of representation on the Board of Directors of the Association, and for round-table discussions. The Association is maintained by individual membership dues of $5 annually payable in January. Annual conventions are held, usually in June or July. All members receive a printed copy of the published proceedings of conventions.

The authority to govern the Association, by directing its policies and operations in all matters relating to the purpose for which it has been formed, is vested in a Board of fifteen Directors, composed of the five elected officers, the immediate Past President and one representative from each of the sections.

Various standing committees of the Association may work jointly with corresponding committees of the American Association of Instructors of the Blind, and with the American Foundation for the Blind.

AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND

JOSEPH J. KERR, *Secretary-Treasurer*
c/o Overbrook School for the Blind
Philadelphia, Pennsylvania

OFFICERS AND DIRECTORS (1954-1956)

JOHN C. LYSEN, Faribault, Minnesota, *President*
ROBERT N. THOMPSON, St. Louis, Missouri, *First Vice-President*
DONALD W. OVERBEAY, Vinton, Iowa, *Second Vice-President*
JOSEPH J. KERR, Philadelphia, Pennsylvania, *Secretary-Treasurer*
LEONARD CHARD, Lansing, Michigan
MISS LOIS COX, Spartanburg, South Carolina
MRS. MARION H. GREW, Vancouver, Washington
MISS NANNIE POSTEN, Baton Rouge, Louisiana
J. M. WOOLLY, Little Rock, Arkansas

Founded in 1853 as the American Instructors of the Blind, the Association helds its second meeting in 1871, and the next in 1872, at which time its name was changed to the present form. Meetings have been held biennially, with one or two exceptions, since that time, on the even years, usually in June. Conventions are usually convened at the various schools for the blind, on invitation, the time and place being determined by the Board of Directors. Membership is open to any who are interested in the education of visually handicapped children.

The distribution of the Proceedings of the Association is made upon a pro rata basis arranged for in the By-laws, and the Board of Directors is directed to provide for the sale of additional copies at cost to members or others as desired, and for the gratuitous distribution to honorary and corresponding members, college and public libraries in the United States and Canada, institutions for the blind in foreign countries, and to such other organizations as in their judgment shall be so complimented.

The Association concerns itself with all problems relating to the education of the blind. In addition to its deliberations at the biennial conventions of the whole Association, special committees engage in constant research in such fields as Braille, vocational guidance, teacher certification, school curricula, etc. and regional meetings are held at different times to discuss the different problems in educating the blind child.

AMERICAN BIBLE SOCIETY

450 Park Avenue, New York 22, N. Y.

OVER A CENTURY OF SERVICE TO THE SIGHTLESS

Beginning in 1835, the American Bible Society has continued increasingly to bring the Bible to the Blind in each system of embossed reading as it came into use.

During its 120 years, the Society has distributed the Scriptures to the sightless in 40 languages and systems.

The Bible Society has always supplied the embossed Scriptures and Talking Book records at a very small fraction of their cost and often as a full donation to the Blind.

For full information concerning.

THE BIBLE
in Braille Grade 1½ in 20 volumes
in Braille Grade 2 in 18 volumes
in the Moon system in 58 volumes
on Talking Book records on 170 records

The Old Testament (King James Version)—130 Records

1	Bk, Genesis	8 records	19	Bk, Psalms	10 records
2	Bk, Exodus	7 records	20	Bk, Proverbs	4 records
3	Bk, Leviticus	5 records	23	Bk, Ecclesiastes and Song of Solomon	2 records
4	Bk, Numbers	7 records	24	Bk, Isaiah	7 records
5	Bk, Deuteronomy	5 records	25	Bk, Jeremiah	8 records
6	Bk, Joshua	4 records	26	Bk, Lamentations	1 record
7	Bk, Judges	4 records	27	Bk, Ezekiel	7 records
8	Bk, Ruth	1 record	28	Bk, Daniel, Hosea and Joel	4 records
9	Bk, I Samuel	5 records	29	Bk, Amos	1 record
10	Bk, II Samuel	4 records	30	Bk, Obadiah and Jonah	1 record
11	Bk, I Kings	5 records	31	Bk, Micah and Nahum	1 record
12	Bk, II Kings	5 records	32	Bk, Habakkuk, Zephaniah and Haggai	1 record
13	Bk, I Chronicles	5 records	51	Bk, Zechariah and Malachi	2 records
14	Bk, II Chronicles	6 records			
16	Bk, Ezra and Nehemiah	4 records			
17	Bk, Esther and Job	6 records			

The New Testament (King James Version) on 40 Records

33	Bk, Gospel of St. Matthew	5 records	43	Bk, I and II Thessalonians	1 record
34	Bk, Gospel of St. Mark	3 records	44	Bk, I and II Timothy	1 record
35	Bk, Gospel of St. Luke	5 records	45	Bk, Titus, Philemon and Hebrews	2 records
36	Bk, Gospel of St. John	4 records	46	Bk, James	1 record
37	Bk, Acts of Apostles	5 records	47	Bk, I and II Peter	1 record
38	Bk, Romans	2 records	48	Bk, I, II and III John and Jude	1 record
39	Bk, I and II Corinthians	3 records	49	Bk, Revelation	3 records
40	Bk, Galatians	1 record	50	Bk, Small Volume of Scripture Passages	2 records
41	Bk, Ephesians	1 record			
42	Bk, Philippians and Colossians	1 record			

A BRAILLE CONCORDANCE in 10 volumes

Please write to American Bible Society, BLIND DEPARTMENT, 450 Park Avenue, New York 22, N. Y.

AMERICAN FOUNDATION FOR THE BLIND

15 West 16th Street, New York 11, N. Y.

THE AMERICAN FOUNDATION FOR THE BLIND is a national private agency whose purpose is to promote increasingly and uncompromisingly the interests of blind persons. It is principally maintained by the Helen Keller Endowment Fund, contributions from interested patrons and grants from other research foundations.

Among its activities are: Research; Consultation services; special services to blind individuals; Publications; Library service; Scholarships and fellowships; Professional development.

RESEARCH ACTIVITIES. Studies in the education and rehabilitation of the blind, in vocations for the blind, in statistics and legislation affecting the blind, and in other subjects relating to the improvement of services for the blind.

Development of mechanical appliances used by the blind, including continued improvement of recorded literature for the blind.

CONSULTATION AND FIELD SERVICE. Comprehensive information and the advice of experienced workers is available to agencies and schools for the blind on education, community planning, home teaching, vocational rehabilitation, the deaf-blind, the war-blinded, the preschool blind child, special aids and appliances and other phases of work for the blind.

Assistance to state and community agencies in presenting the needs of the blind to government officials, legislators, and the public; organization of new activities on behalf of the blind where needed; surveys in which an evaluation is made of existing services to blind adults and children, and, when necessary, recommendations made for improvement of such services.

SPECIAL SERVICES TO BLIND INDIVIDUALS. Arrangements for "one-fare" privileges for blind persons and their guides on railway and bus lines.

Sale of braille dial watches and other tools and aids for the blind at cost.

PUBLICATIONS. Publications of special interest to workers for the blind and to the blind: *The New Outlook for the Blind,* in braille and inkprint; and *Touch and Go,* in braille for the deaf-blind; *Directory of Activities for the Blind in the United States and Canada* (biennially).

Other books and pamphlets of professional interest to workers for the blind.

LIBRARY SERVICE. Facilities of a reference and lending library containing more than 15,000 inkprint books, pamphlets, and manuscripts relating to the blind and their welfare are available to students of work for the blind.

SCHOLARSHIPS AND FELLOWSHIPS. A limited number of scholarships is offered each year to blind students in professional schools and institutions of higher learning.

Fellowships are offered to encourage research, and to recruit trained personnel for professional positions.

PROFESSIONAL DEVELOPMENT. Development of professional training through promotion of institutes and workshops for personnel of agencies for the blind; summer courses for teachers of blind children and for workers with the blind.

A national Personnel Service which aids qualified personnel to secure appointments in work for the blind, and schools and agencies for the blind to obtain qualified staff members.

AMERICAN FOUNDATION FOR OVERSEAS BLIND

Chartered in 1919

22 West 17th Street, New York 11, N. Y.

The American Foundation for Overseas Blind, successors to the American Braille Press for War and Civilian Blind which was founded in World War I, has since maintained an uninterrupted service to the blind. Its income is derived from endowments, contributions, special appeals and from the non-profit sale of special appliances to organizations and blind individuals.

A field headquarters is maintained at 14 Rue Daru, Paris, France, where special apparatus including braille printing machinery, braille typewriters and slates, games and embossed maps are manufactured. Training courses are held for braille music transcribers and a monthly French-language magazine is published. Office accommodations and other services are granted to several national and international organizations providing services to the blind.

Its purpose is to expand the field of opportunity for blind persons throughout the world by assisting in the establishment of special services where they do not already exist and progressive improvement of standards in all other areas. The methods by which this purpose is achieved include:

1. The provision of special educational equipment for schools for the blind, vocational aids for workshops and training centers, material for library services, and specially designed recreational and domestic appliances.

2. The establishment of printing plants for the manufacture of braille text books, journals, magazines, general literature and assistance towards the wide distribution of such literature at prices the blind can afford.

3. Giving counsel and guidance to governmental and private agencies for the blind abroad concerning the modernization and improvement of their services through the introduction of up-to-date techniques. Such counsel is given by visiting members of its staff, the provision of professional literature or by the introduction of demonstration projects.

4. Maintaining a vital sight-saving and welfare service for the blind in Formosa to convince governments and peoples of trachoma-ridden countries that the disease can be eliminated.

5. The grants of study fellowships and courses of observation to workers for the blind in underdeveloped areas who wish to become familiar with general or specific aspects of work in more advanced countries.

6. Co-operation with the United Nations, its specialized agencies and other international organizations with a view to assisting governments throughout the world to improve educational, working and living conditions for their blind citizens.

7. Creation and distribution, through press, radio and other media, of material designed to familiarize the lay public with the problems and potentialities of blind people overseas, and with the Foundation's program generally.

To prevent duplication and to assist indigenous workers to operate their own programs, the AFOB channels its services to the blind through local agencies, committees or governmental departments.

AMERICAN PRINTING HOUSE FOR THE BLIND

Chartered in 1858

1839 Frankfort Avenue, Louisville 6, Kentucky

When schools for the blind were established in this country over a century ago, one of the greatest needs was for an ample supply of embossed books and special apparatus for instructional purposes. A central, national printing house to supply all of the states was proposed, and in 1858 Kentucky chartered the American Printing House for the blind. It is the oldest national institution for the blind in this country and the largest publishing house for the blind in the world.

Operating on a non-profit basis, it furnishes books and apparatus for the education of the approximately 7500 blind children enrolled in the public institutions and classes for the blind in the United States and its territories. For this purpose, Congress provides an annual appropriation which is used to provide free schoolbooks and tangible apparatus for all of the public education institutions for the blind. The appropriation for the 1955-1956 fiscal year amounted to $234,000.

For the over 50,000 adult blind readers, the Printing House provides in Braille and on Talking Books a wide range of literature which includes 67 periodicals. *The Reader's Digest,* reprinted each month both in Braille and on Talking Book records, has been acclaimed by the blind as one of the greatest contributions to literature for the blind.

Besides being the official schoolbook printery, the Printing House prints books and periodicals for organizations which provide free literature for the blind. Many agencies have found this cheaper and more satisfactory than doing the work in their own establishments.

The Printing House maintains a complete Talking Book department for manufacturing the Talking Book records through all of the processes, from tape recording to the pressing of the discs. This department provides the necessary facilities to enable the institution to supply the requirements of the blind for recorded literature.

The Printing House also manufactures and distributes books in large type for the children in our schools and classes for the blind who have enough useful vision to read this type of book and who should not be educated with Braille. There is rapidly being built up an adequate catalog of textbooks and other educational materials in large type to parallel the Braille textbook catalog.

For a number of years, the Printing House has cooperated with agencies in foreign countries which do not have publishing facilities for the blind by accepting students from these countries and training them in the Braille printing trade, with a view to their returning to their respective countries and setting up adequate Braille presses for their own people.

Special printing presses, embossing machines, sectional maps, globes, Braille writing-frames, arithmetic slates, geometric forms, a geometry board, Braillewriters, Talking Book reproducers, peg boards for kindergarten, raised-line stationery for writing longhand, sentence boards and other educational aids have been designed and built here. The original material has profoundly influenced the art of instructing the blind in this and other countries.

BRAILLE INSTITUTE OF AMERICA, INC.

741 North Vermont Avenue, Los Angeles 29, California

The Braille Institute of America, Inc., was established in September 1919 as an unincorporated, non-profit agency under the name, Universal Braille Press, devoted primarily to the sponsorship of literature in raised print for the blind. On September 30, 1929 it was chartered under the laws of the State of California as a nation-wide, non-profit, non-sectarian institution devoted to the social and economic welfare of the nation's blind without respect to race, color, or creed. It is maintained by bequests, endowments, gifts, and contributions from the public, and by membership dues ranging from $5 to $100 a year, with life memberships at $1,000.

SOCIAL WELFARE—Training in personal and social adjustment. Assistance with needs arising from blindness, including loan or donation of appliances. Case work. Free radio service. Sale of appliances for the blind and handicraft materials at cost.

HOME TEACHING—Free home instruction in reading and writing raised print, handicrafts, homemaking, typing, and orientation, including foot travel.

RECREATIONAL AND EDUCATIONAL CLASSES—Recreation, fellowship, and educational opportunities for the blind and partially sighted covering a wide variety of fields, including many types of handicrafts, Braille, personality improvement, creative writing with a commercial objective, ceramics, book reviews, choral singing, bridge classes, typing, Spanish, cooking, social and square dancing.

REHABILITATION AND ORIENTATION—Training in foot travel and the practical everyday skills necessary for comfortable living and readjustment; assistance in enlarging economic opportunities; non-interest bearing loans for qualified business projects.

LIBRARY—Free circulation of books and magazines in Braille and Talking Books to the blind of Southern California and Arizona.

PUBLICATIONS—Non-profit publication of books and magazines in Braille and Moon types sponsored by Braille Institute or others, including Webster's Students Dictionary and The Braille Mirror, a monthly topical magazine.

THE BIBLE IN BRAILLE—Published in 1919-24 the first King James Version of the Bible in Revised Braille, Grade One and a Half, 21 volumes. Since then more than 30,000 volumes of the Bible have been distributed throughout the English-reading world.

In 1946, published the complete New Testament in Braille, Grade Two (5 volumes), following the Revised Standard Version. In 1952, permission was granted to reprint in Braille, Grade Two, the Revised Standard Version of the Old Testament.

The bulk of the distribution of the Bible has been free. To the blind who can pay something, a special price has been made, far below the non-profit cost of printing and binding.

RESEARCH—Engineering and development of appliances for the blind, such as a Braille writer and a longhand script guide.

The Canadian National Institute for the Blind

REHABILITATION The C.N.I.B. has the facilities to give every type of known beneficial service to the more than 21,000 blind in the Dominion of Canada, from the pre-school age child to the oldest blind adult.

HOME TEACHING Over 45 specially trained home teachers, blind themselves, go to the homes of blind persons to give instruction in handicrafts, touch reading, general household management, and to encourage and help the newly blind to meet their problems with fortitude.

EMPLOYMENT Workshops are operated for blind persons requiring or desiring work with special facilities. Supervised occupational employment is available to the aged or others unable to work full time. Many blind men and women are employed in staff positions and in the management of stands operated by the C.N.I.B.

PLACEMENT IN GENERAL INDUSTRY The employment department places and continually supervises many hundreds of blind men and women working in general industry throughout Canada.

LIBRARY AND PUBLISHING The C.N.I.B., through its library, supplies all up-to-date talking book records, Braille and Moon type books to the blind of Canada without charge and publishes monthly magazines and special textbooks.

RESIDENTIAL, RECREATIONAL AND SERVICE CENTRES Through the construction of specially designed buildings with residential accommodation for 30 or more, teaching and training rooms and recreational facilities, the C.N.I.B. is bringing to the blind of Canada the most modern service facilities possible. Some 15 of such buildings have now been completed with a number of others planned.

PREVENTION OF BLINDNESS In addition to the complete programme of services for the blind, the C.N.I.B. maintains a constructive prevention service, arranging eye care and glasses for those in danger of losing their sight and provides Canada-wide publicity on the importance of conservation of sight through preparation of films, pamphlets and general education programmes.

There are 45 offices of the C.N.I.B. throughout Canada to which the blind may call or write for any type of service or assistance desired.

THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND

Lady Kemp
President.
186 Beverley Street,

E. A. Baker, O.B.E.,
Managing Director.
Toronto 2B.

THE CHRISTIAN RECORD BENEVOLENT ASSOCIATION, INC.

3705 South 48th Street, Lincoln 6, Nebraska

The Christian Record Benevolent Association was founded in 1899 and dedicated to the preparation and distribution of free religious literature and other services to the blind. The corporation is administered by a Board of Trustees, elected biennially, and is supported financially in its services by public contributions and income from endowment investments. The Association at the present time is supplying its services to the blind of over fifty countries.

PUBLICATIONS: (issued monthly)

The Christian Record, a 56-page inspirational and devotional periodical for adults—Braille, Grade 1½, and New York Point.

These Times, a 56-page condensed edition of the inkprint magazine of the same name—Braille, Grade 1½.

Life and Health, a 56-page condensed edition of the inkprint national health journal, *Life and Health*—Braille, Grade 2.

The Student, a 48-page monthly journal containing a series of weekly Bible lessons for adults—Braille, Grade 1½.

The Youth, a 52-page inspirational, devotional, and educational periodical for the youth—Braille, Grade 2.

The Children's Friend, a 32-page periodical of religious and character-building articles and stories for the children—Braille, Grade 2.

RECORDINGS:

Christian Record Talking Magazine,—two 12-inch double-face records of educational, inspirational and devotional matter with musical selections—issued quarterly and mailed free to the blind upon peronal request. Copies are also available for lending purposes through the regional libraries for the blind.

The following Talking Books have been issued and placed in the regional libraries for the blind for lending purposes in the United States, Canada, and a number of overseas countries:

Steps to Christ, (8 records); *Thoughts from the Mount of Blessing,* (9); *Alone With God,* (6); *Prophecy Speaks,* (9); *The Desire of Ages,* (48) records in 3 volumes).

LENDING LIBRARY:

The Association maintains a local lending library of several hundred volumes of inspirational, devotional, and educational books.

CORRESPONDENCE COURSES:

Three completely brailled Bible Correspondence Courses are offered.

An illustrated brochure covering the objectives and services of the Association is available upon request.

Since 1899 in the Service of the Blind

CLOVERNOOK HOME FOR THE BLIND
CINCINNATI LIBRARY SOCIETY FOR THE BLIND

Cincinnati 31, Ohio

The Cincinnati Library Society for the Blind was founded by Georgia D. and Florence B. Trader in 1901. The books were deposited in the Public Library, Cincinnati and the Librarian and attendants were paid by them. This Society outgrew the space allotted for the books, so in 1934 they were taken to Clovernook and housed on the second floor of the shop building. There are 1,412 active readers and the circulation is about fifty thousand books and magazines each year. The collection consists of 35,133 Braille books, Music and Magazines and 76,328 Talking Book records.

The examination of the children's eyes in the Public Schools was started in 1904.

In 1905 classes for Blind children in connection with the Public Schools were opened through the efforts of Georgia D. and Florence B. Trader. There is a class for totally blind children and other classes for conservation of vision.

Clovernook Home for the Blind was founded in 1903 by Georgia D. and Florence B. Trader. Clovernook was the former home of the poet sisters, Alice and Phoebe Cary. It is an Industrial Home for forty women. It consists of a tract of 29 acres—two dwellings and a two-story shop approximately one hundred feet square—besides farm buildings and a large garage.

The shop provides a weaving and printing department. The weaving department contains ten looms and the women weave rag rugs, woolen blankets and other articles.

In the printing department the blind girls do the Braille stereotyping on zinc plates—taking dictation from the dictaphone—proof-reading, collating, sewing of the books—wire stitching of the magazines on power machines, make up the shipping boxes and pack the books. They are busy seven hours a day, five days a week.

GUIDE DOG FOUNDATION FOR THE BLIND, INC.

Administrative Offices
One Continental Ave.
Forest Hills 75, N. Y.
O. L. Larsen
Exec. Director

Training School
Smithtown Branch, N. Y.

The Guide Dog Foundation for the Blind, Inc. was incorporated under the membership corporation laws of the State of New York in February of 1949. The purpose of the organization is to train Guide Dogs and to instruct their masters in their use and care. The Foundation is governed by a Board of Directors. The organization recognizes a continuing obligation to the dog and conducts periodic inspections and renders whatever services are indicated. All services are provided without any cost to the recipients.

THE HADLEY SCHOOL FOR THE BLIND

National School of Tuition Free Home Study Courses for the Blind
Incorporated (1922) Under Illinois State Charter Not for Profit

620 Lincoln Avenue
Winnetka, Illinois

The Hadley School teaches the adult blind by mail, in braille. The School offers 77 home-study courses. These begin with the reading of Standard English Braille for students who have not learned the system. Other elementary subjects are offered for the blind adult who dropped out of school in the early grades. The curriculum includes a complete four-year high school program and several vocational and college courses.

The School maintains a braille lending library that supplies students with all textbooks, collateral reading, and instructions needed for their courses. Such books are reserved for Hadley students, but readers are welcome to borrow textbooks whenever they are not needed for those enrolled.

The School employs a staff of experienced teachers and braillists, who give each student individualized instruction through personal letters written in braille giving corrections, comments and helpful suggestions on each report submitted by the student as he proceeds from lesson to lesson. When a student completes a course with a passing grade, he receives a certificate printed in braille and print.

Typewriting, Business Correspondence, and Braille Shorthand are popular courses. Next to Braille, English is most in demand. English courses range from elementary spelling and grammar to a special creative writing program for students interested in writing as a hobby or as a vocation. For these students the School publishes a braille edition of the "Handy Market List" from the pages of *Author & Journalist* magazine.

Through a coordinated arrangement with the Home-Study Department of the University of Chicago, the Hadley School gives in braille selected college courses offered by the University. The Hadley School brailles and lends all University textbooks and study materials for the courses, and also transcribes all brailled lesson-reports into typewritten form and sends the typed copy to the University of Chicago. As each corrected report is returned to the Hadley School, the University instructor's comments are brailled in the form of a personal letter, which is sent to the student along with his original report. English 101, 103, and 202B and Psychology 201, each offering approximately three semester-hours of college credit, are now available. As a special aid to students of Psychology 201 the Hadley School lends a series of three-dimensional biological models in unbreakable plastic, with full descriptions and explanations in braille.

All Hadley courses are given without cost to the student. Some Hadley students contribute, but no student is solicited. For the college courses, the University of Chicago charges blind students 50% of the regular tuition, and this charge is paid to the University through Hadley Scholarships, which are granted to students who qualify.

Application for enrollment in the Hadley School may be made at any time throughout the year. Student enrollment has risen above 1,300 since the beginning of 1955.

A braille or inkprint bulletin, listing and describing all Hadley courses and giving information about the School, will be sent on request.

HOWE PRESS OF PERKINS INSTITUTION

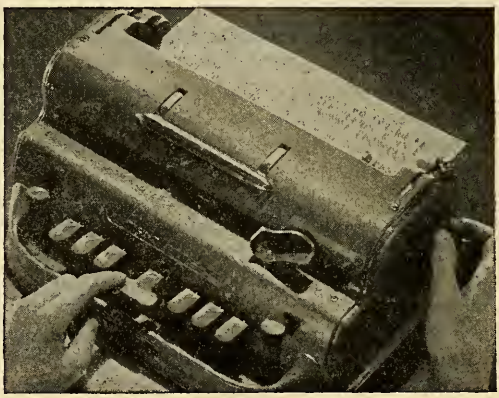
Watertown 72, Mass.

Ever since 1832 the embossing of books for the blind and the manufacture of special appliances has been carried on by the Perkins Institution for the Blind. The first director, Dr. Samuel Gridley Howe personally raised special funds for this purpose. After his death his successor Mr. Michael Anagnos raised an endowment fund and established the Howe Memorial Press in 1882. Now located on the school campus in Watertown, Mass., the Howe Press continues to carry out the work which Dr. Howe began.

Printing Braille Books. The bulk of our work is adult literature for the Library of Congress. In addition, text books, testing material, and music embossed for Perkins Institution are made available at cost to anyone needing them. We publish several reading aids for adult beginners. Price lists and music catalogues are available in print and braille.

Maps. Embossed paper maps, both historical and geographical are for sale. The Braille Map Quarterly, which deals with a current news event, is sent free to braille readers anywhere in the world.

Appliances. These are mostly educational devices including braille writers, braille shorthand writers, and a variety of braille slates. We also manufacture some mathematical instruments, and room thermometers. Price lists are available, and a bulletin describing the Perkins Brailler.



The Perkins Brailler

Games. These include brailled playing cards, specially designed sets of chess and checkers, interlocking dominoes, chinese checkers, and anagrams. Also a special slate for brailling your own playing cards.

Equipment. Stereotyping and braille printing equipment is made primarily for our own use but is also manufactured to order. Used equipment is sometimes available.

Machine Shop Facilities. A modern tool-making and machine shop has been established recently to take care of the new Perkins Brailler. These facilities are adequate for the development and manufacture of new mechanical devices for the blind.

THE JEWISH BRAILLE INSTITUTE OF AMERICA

101 West 55th Street, New York 19, N. Y.

The Jewish Braille Institute of America conducts a dual program devoted to the intellectual, cultural and religious welfare of the Jewish blind, and at the same time projecting an understanding of the meaning of Judaism and an informed awareness of the truth in regard to the Jewish people, religion and heritage for both the Jewish and non-Jewish blind. To that end the Jewish Braille Institute was founded in 1931 by Leopold Dubov.

In recognition of a growing necessity for books of Judaica and Jewish interest, in 1932 Mr. Dubov and the National Federation of Temple Sisterhoods established the free Jewish Braille Library—the only one in the world—whose volumes circulate around the globe.

In 1940 the editor of the JBR conceived of the International Literary Competitions for the Blind of all Faiths to stimulate the writing talent of the blind. They have shown the blind to possess a share of the wealth of the cultivated mind and literary talent.

In 1942 the Institute established the Braille Musician as a non-sectarian service to meet a vital need among professional and amateur blind musicians. Now, the Braille Musician which the Institute brought into being, is published under the auspices of the Louis Braille Music Institute of America, Inc.

In 1950 the Jewish Braille Institute realized a long and devoutly cherished dream—the publication of the Hebrew Braille Scriptures—the only edition of the Old Testament in its sacred Hebrew text, now available to the blind.

Today the Jewish Braille Institute is American Jewry's ambassador to the Jewish and non-Jewish blind throughout the world as their window on the Jews and Judaism, and a source of spiritual enfranchisement and cultural sustenance.

In 1954 the first Yiddish Talking Book was produced. It is the classic, *Tevye, the Dairyman,* by Sholom Aleichem. This was particularly done for the elderly Yiddish-speaking blind, who with rare exceptions do not know braille.

All services of the Jewish Braille Institute are provided free of cost and without any social service investigation. The Institute is democratic and integrative in philosophy and operation. The result is that projects are selected, and the manner of their implementation is determined by the democratically expressed wishes of the visually handicapped who help make Institute policy and whom it is dedicated to serve.

In striving for integration the Institute gives special educational preparation to any blind child to the point where the child can be integrated into the synagogue religious school of his own choice in his own community together with sighted children. The Institute thereafter provides all the necessary English and Hebrew braille books, and materials required.

The Institute is now engaged in transcribing the first Prayerbook in Hebrew and English Braille ever done. The Prayerbook will be sent as a gift to any blind person requesting it. It will permit the Jewish blind to attend services and to be integrated in worship together with their sighted co-religionists.

The first authorized Jewish version of the Hebrew Scriptures in English Braille is currently being transcribed.

JOHN MILTON SOCIETY FOR THE BLIND
A WORLD-WIDE SERVICE TO THE BLIND BY UNITED PROTESTANTISM

Through this Society, more than 50 Protestant denominations in the United States and Canada unite to serve the religious interests and needs of the blind through the publication of literature in braille and talking book form, through pastoral counselling and through special projects in Christian schools and homes for the blind in Protestant mission fields overseas.

Magazines

"John Milton Magazine" a religious digest for adults circulating in more than 60 countries around the world.

"Discovery" a story magazine for boys and girls with readers in more than 40 countries.

"John Milton Sunday School Quarterly" containing the International Sunday School Lessons with teacher's notes.

Talking Book Publications

"John Milton Talking Book Magazine"—a religious digest for adults on long playing records (one hour and fifteen minutes) published and distributed quarterly free of charge. Each issue includes musical numbers as well as Bible reading, religious poetry and articles, and editorial comment. The magazine features articles both written and recorded for it by outstanding Protestant leaders. It circulates in over 4,000 copies per issue to readers in over twenty countries.

"John Milton Recorded Sunday School Lessons" on Talking Book records, give twelve minutes of material to each lesson throughout the year, based on Tarbells' Teachers Guide of the International Uniform Lessons. Sent free to blind teachers and students.

Books and Pamphlets

Many books and pamphlets are published including a hymn book, a book of Christmas carols, books of prayers for younger and older children and books on the Christian faith. A motto calendar is also published annually.

Overseas Services

Since 1948, the Society has extended its services to Christian schools and homes for the blind in Christian mission fields overseas. Magazines, books and pamphlets are published in eight foreign language braille systems. Special projects for blind children are carried on in more than fifty Christian schools and homes. Scholarships are arranged for the special training of native teachers and missionaries serving the blind on mission fields.

The mission of the John Milton Society is to impart spiritual strength, inspiration and new hope to the blind through Christian literature in braille and talking book form and through a variety of pastoral ministries which bring the light and cheer of the Christian faith to thousands on this continent and in more than 60 countries around the world. Helen Keller has been its president for twenty-three years. The extent and continuance of its services depend wholly on voluntary contributions. Its offices are located at 160 Fifth Avenue, New York 10, New York.

LEADER DOGS FOR THE BLIND

Rochester, Michigan

Lewis S. Robinson, President
Harold L. Pocklington, Executive Director

Leader Dogs for the Blind, a non-profit training center, serves the United States and cooperates with countries endeavoring to furnish rehabilitation for their blind. Located close to 45% of the nation's blind, the school expands with the demand for service.

An adequate instructor staff, through experience and research, has developed modern efficient training methods. Leader Dogs are especially trained to recognize the hazardous conditions under which the blind person must travel.

Classes are arranged in small groups of six to permit special attention to individuals. The homelike atmosphere in the dormitory is provided to establish complete relaxation which enables the student to make rapid adjustment. Eligible students are selected on the basis of their requirements for a Leader Dog.

The school cooperates with all agencies and organizations who assist the blind. The target of Leader Dogs for the Blind—performance without credit, achievement without perplexity and success without suppression.

LOUIS BRAILLE MUSIC INSTITUTE OF AMERICA, INC.

140 West 58th Street, New York 19, N. Y.

Leopold Dubov, Honorary President
Dr. Sigmund Spaeth, President
Albert G. Gorson, Executive Vice-President

The Louis Braille Music Institute is devoted exclusively to music for the blind. The Institute publishes *The Braille Musician,* founded in 1942 by Leopold Dubov, a blind pianist and its present editor; sponsors The American Record Club for the Blind; provides a Music Information and Vocational Guidance Service; and, in 1953, introduced the First Annual Music for the Blind Month.

On the recommendation of the American Association of Workers for the Blind, the American Foundation for Overseas Blind, Inc., has selected the Louis Braille Music Institute as its official aid in the United States in compiling the international catalogue of braille music. The Institute will also disseminate throughout the United States all information on international production.

The Braille Musician is the only American music magazine for the blind. Published bimonthly, it presents reprints of articles from all leading music magazines and specially written material of particular interest to blind musicians, music students, and music lovers. It is printed in grade two braille. *The Braille Musician* is distributed free to members of the Institute—who may also utilize its various other services—and to other qualified persons and institutions that are not members. Membership dues are $3.00 a year for individuals; $5.00 for institutions. *The Braille Musician* is distributed throughout America and the English speaking world.

The Institute's Music Information and Vocational Guidance Service is under the personal direction of Dr. Sigmund Spaeth. It is an aid to the educational and professional development of sightless musicians and a clearing house for information about available music facilities and services.

The American Record Club for the Blind is the only source of standard phonograph records with braille labels and braille jackets. Long-playing, unbreakable records are available at less than usual retail prices. Membership dues are $5.00 a year and entitle the member to two records. Additional records are available at $3.00 each. Costs include packing and prepaid shipping. Membership is restricted to blind individuals and institutions. Titles now ready are from the list of Columbia, RCA-Victor, and Remington.

Music for the Blind Month, October 15 to November 15, is an annual observance that is intended to acquaint the blind with the music services available to them through the Institute and to explain to the sighted the need for these services. Another important purpose of Music for the Blind Month is to encourage wider employment of sightless musicans. More than 100 music clubs and other organizations participated in the Month in 1954.

Board of Directors: Stanley Adams, Herbert Ahrend, Juliette Arnold, James B. Conkling, Paul Emrich, Carl Haverlin, Harold Manheim, Ada Holding Miller, and Sigmund Spaeth.

Advisory Council: Steve Allen, Ernest Davis, Kathleen Davison, James H. Fassett, Oscar Hammerstein II, Howard Hanson, Jascha Heifetz, Edwin Hughes, Arthur Judson, Lotte Lehmann, Marks Levine, Ernest Macmillan, Francis Madeira, Al Manuti, Lauritz Melchior, William Schuman, Joseph Szigeti, Paul Wittgenstein, and Farny R. Wurlitzer.

Director of Information: Charles R. Jones

Field Director: Stuart Mann

THE MATILDA ZIEGLER MAGAZINE FOR THE BLIND
MONSEY, NEW YORK

Published by

The Matilda Ziegler Publishing Co. for the Blind, Inc.

Founded nearly 50 years ago *Howard M. Liechty, Managing Editor*

Three editions monthly: Braille, New York Point, Moon

"The Ziegler" is a byword among blind people and those engaged in work for the blind. It holds a unique place in the field of periodical literature in raised type and is characterized by consistently interesting and informational reading matter and by a mature and responsible approach to blind people and blindness.

There is no particular or exclusive "message" in its content—no motive in publishing and distributing this magazine except to provide good periodical literature on a wide range of subjects. The content is "popular"—both serious and light—and is selected to appeal to the reading interests of all ages from the 'teens up—some of particular interest to people who are blind and some of interest to anyone regardless of handicap, education, race, religious persuasion, or any other distinction. Content is determined according to an editorial policy governed by commonly accepted high ethical and moral standards.

The nearly 10,000 active readers on its mailing list in the U. S. and overseas constitute probably the largest group reading any raised type periodical in this country.

There is no subscription charge. New readers are invited. Enrollment for a copy each month, in the type preferred, can be requested by writing to the publishing office. Home teachers and other workers are specially invited to recommend the Ziegler Magazine to blind persons.

Incidental Helpful Services Also Provided by the Ziegler Magazine:

Special prices to blind persons—

Remington portable typewriters
Baby Ben alarm clocks marked for touch reading
Playing cards embossed in Moon type

Thousands have benefited from these services

The Publishing Company is a non-profit organization; no charges made for facilities and services

NATIONAL BRAILLE PRESS, INC.

88 St. Stephen Street, Boston 15, Massachusetts

The National Braille Press, Inc., is a charitable organization, dependent entirely on private contributions, publishing for free distribution: *Weekly News,* a current events magazine for the blind, printed in Braille Grade 2; *Our Special,* a monthly magazine for blind women, printed in Braille Grade 1½; *The Home Teacher,* a professional journal for home teachers and social workers, printed in Braille Grade 2. Also, it accepts contracts for the publishing of other Braille periodicals, but not for profit.

Founded as the Braille Weekly Publishing Company, January, 1927; incorporated under its present name under the laws of the Commonwealth of Massachusetts, May 29, 1929.

Purpose: Embossing, printing and circulating in the United States and Canada reading matter for the blind; promoting finger reading and assisting the blind to become happier and better informed citizens. The organization employs 19 persons on its project, ten of whom are visually handicapped.

Distribution: Throughout the United States and its possessions, and to English-speaking readers all over the world.

Officers: President and Treasurer, Charles Boyden, Boston; First Vice-President and Assistant Treasurer, Walter I. Badger, Jr., Boston; Second Vice-President, Mrs. Elmore I. MacPhie, West Newton; Secretary, Mrs. Richard D. Fay, Cambridge; Managing Director, Francis B. Ierardi, 88 St. Stephen Street, Boston 15, Massachusetts.

NATIONAL INDUSTRIES FOR THE BLIND

15 West 16th Street, New York 11, New York

National Industries for the Blind, founded by the American Foundation for the Blind, is a non-profit organization incorporated September 13, 1938, under the laws of the State of New York. Its principal purpose is to allocate orders to workshops for the blind under the direction of the Committee on Purchases of Blind-made Products, a committee set up under the provisions of the Wagner-O'Day Act, which authorizes the Federal departments to purchase brooms, mops, and other suitable commodities from workshops for the blind.

National Industries for the Blind is governed by a Board of Directors, with the general committee on Sheltered Workshops for the Blind acting as an Advisory Committee. All major policies are discussed with this committee.

Services available to workshops relate to the production and sale of blind-made products industrial homework and fund raising.

THE NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS

1790 Broadway, New York 19, New York

The National Society for the Prevention of Blindness was founded in 1908 to carry on a nationwide program to eliminate preventable loss of sight. It objects are:

1. To discover through study and investigation any causes which may result in blindness or impaired vision.
2. To advocate measures which shall lead to the elimination of such causes.
3. To disseminate knowledge concerning all matters pertaining to the care and use of the eyes.

The Society's preventive program for both children and adults is carried out through field consultation service, publications, statistical service, personal interviews and all means of public education. It coordinates its work with that of other organizations in all phases of saving sight. Grants are made to medical schools and eye laboratories for basic and clinical research in the blinding eye diseases. Literature, exhibits, lectures, charts and staff consultation in sight-saving projects are available on request. It publishes the following periodicals: *Sight-Saving Review,* quarterly, $2.50 a year; *Prevention of Blindness News,* published four times a year, sent free upon request; *Wise Owl News,* (for industry) published four times a year; and Annual Report.

RECORDING FOR THE BLIND, INC.

36 West 44th Street, New York 36, New York

Recording for the Blind, Inc. was formed on May 16th, 1951 under a three year terminal grant from the Fund for Adult Education. Since the expiration of this grant, the work has been supported by public contributions. The express purpose of the organization is to record for the adult blind, books which are not available in Braille or from the Library of Congress "Talking Book" program. These books are of particular assistance to students enrolled for formal study at colleges and universities throughout the country and studying at home by correspondence.

There are eight Member Units of Recording for the Blind, Inc. now operating across the nation, including the Unit in New York City. There are more than five hundred volunteer members who read books on many subjects and in several languages. These readers are passed upon by a panel of blind listeners, who judge the voices on the basis of clarity and quality.

Day to day requests for books are met by recording the volumes on small vinylite discs on SoundScriber Machines. These discs can be played back by the recipient on any one of the following: (1) the new Model B. Talking Book Machine; (2) the Model A Talking Book Machine fitted with the 1952 Tone Arm, manufactured by the American Foundation for the Blind, Inc., and a one mil needle; and (3) a SoundScriber Machine. As each five discs are recorded, they are mailed directly to the student and every effort is made to keep up with his assigned schedule of studies. When he has finished with the records, the student returns them and they are then deposited in a designated library for re-circulation.

In addition to this system of sending out "rush" books, there is a program under which ten copies of a book are made available for circulation through libraries housing material for the blind. The American Foundation for the Blind, Inc. does the special embossing onto small discs from tapes recorded by Recording for the Blind, Inc. These discs are mailed out as complete books, in albums, packaged in cases franked: "FREE MAIL FOR THE BLIND."

For a list of books already recorded, write to Recording for the Blind, Inc., 36 West 44th Street, New York 36, N. Y.

There is no charge for these services.

Volunteer readers, Unit chairmen, supervisors and monitors, the Board of Directors and the small staff at headquarters are dedicated to the purpose of maintaining the quality, uniformity, clarity and promptness of recordings.

ROYER-GREAVES SCHOOL FOR THE BLIND

South Valley Road, Paoli, Pennsylvania

Dr. Jessie Royer Greaves, Principal and Chairman of the Board

This school, formerly at King of Prussia, was established and is conducted for retarded blind children. Here pupils are trained in school work, music, hand crafts and those home duties so essential to their future usefulness and happiness.

To meet the extra demands made by premature babies, a junior unit has been established on a large farm six miles from Coatesville. Here, with equipment and furnishings particularly adapted to them, little folks have an opportunity for physical and mental development.

Each unit is conducted as a normal family with its natural home life. Pupils are registered from ten States, and former pupils are living full and busy lives.

Paoli is on Lincoln Highway, Route 30, and the Main Line of the P.R.R. All through trains stop at Paoli, and the trip to New York may be made without change of cars.

THE SEEING EYE, INC.

Morristown, N. J.

Henry A. Colgate, President & Chairman of the Board
George Werntz, Jr., Executive Vice-President

The Seeing Eye is a national philanthropic organization established for the rehabilitation of blind men and women through the use of dog guides. Its purposes are: breeding dogs suitable for guide work or obtaining them from other sources; training dogs to guide the blind; teaching blind people how to use the dogs, and teaching sighted men to become instructors.

It was founded in 1929 by the late Mrs. Dorothy Harrison Eustis. The Seeing Eye has no branches and does not duplicate the activities of state or local agencies for the blind, but cooperates closely with them in the common purpose of improving the status of the blind. Its service is available without discrimination to any eligible blind man or woman. Eligibility is based upon physical and mental fitness, character and need. No eligible person is denied the service because of lack of funds. More than 2200 blind men and women have each been served at least once by The Seeing Eye during its 26 years of existence.

Since it is a membership organization it does not participate in benefits, raffles or similar events and permission is never granted by the organization to sell tickets or articles said "to help The Seeing Eye."

As a pioneer organization, The Seeing Eye recognizes its responsibility to set and maintain standards worthy of the confidence of the blind and the endorsement of the public. Both the quality of its work and the nature of its policies have that end in view.

THE XAVIER SOCIETY FOR THE BLIND

Rev. John H. Klocke, S. J., National Director
154 East 23rd Street, New York 10, N. Y.

The Xavier Society for the Blind, founded in 1900, supplies reading matter, especially Catholic literature, to the blind, regardless of creed. It is a non-profit, charitable organization, dependent solely upon contributions.

One of Xavier's Braille publications is the CATHOLIC REVIEW, 56 pages. This bimonthly religious-literary magazine, in grade two, is sent free to any blind person throughout the world. Another free publication of world-wide circulation is the CATHOLIC CALENDAR, 44 pages, which lists every day of the year, and includes all the Saints' days, days of fast and abstinence, and a daily pious practice.

The Xavier Society has published many plated books in grade two. These may be obtained free on loan or purchased at a reasonable price. Some recent publications are the New Testament, revised Challoner-Rheims version (10 volumes), Confidence in God, Abandonment to Divine Providence, Catechism of Christian Doctrine, etc. A catalogue of the Xavier plated and handtranscribed books may be obtained free upon application.

The Xavier Library contains approximately 5,000 volumes of Braille books which are available free on loan to any blind person in the United States and Canada. The greater number of these books were transcribed by volunteer workers at home and were then made into book form in the Xavier workshop. In this collection are many excellent spiritual books and also the titles of many outstanding books of modern fiction, biography. A catalogue of these books, published in mimeographed form and also in Braille, may be obtained free upon request from the librarian.

Within the past year the Xavier Society has published the following new Talking Books:

THE NEW TESTAMENT, CHALLONER-RHEIMS Version, 40 12" records, and The Book of Psalms and the Canticles of the Roman Breviary, 14 12" records. These Talking Books may be obtained free on loan. The blind may also purchase them in sets at 50¢ a record. Records, purchased, are shipped in cardboard cartons. There is an additional charge for records shipped in special fibre mailing containers or in albums.

PROGRAM

TWENTY-NINTH CONVENTION

OPENING SESSION

Sunday, June 19, 1955

8:00 p.m.

BALLROOM

Chairman—Colonel E. A. Baker, O.B.E.,
M.C., Croix de Guerre, B.Sc., LL.D.,
Managing Director
The Canadian National Institute for the Blind,
Toronto, Ontario

Invocation . . . . . His Excellency Maurice Roy, D.D.,
Archbishop of Quebec

Address of Welcome . . . The Right Honorable Louis S. St. Laurent,
Prime Minister of Canada

Address of Welcome . . . . . Honorable Maurice L. Duplessis,
Prime Minister, Province of Quebec

Address of Welcome to Quebec City . . His Worship Wilfrid Hamel,
Mayor of Quebec City

Greetings . . . . . Henri S. Labelle, F.R.A.I.C.,
Chairman

The Canadian National Institute for the Blind
Quebec Division Board of Management

Greetings . . . . . Honorable Justice Joseph Bilodeau,
Chairman
The Canadian National Institute for the Blind
Quebec City and District Board

Response . . . . . Joseph F. Clunk,
First Vice-President, AAWB,
Managing Director, Philadelphia Branch,
Pennsylvania Association for the Blind,
Philadelphia, Pennsylvania

President's Address . . . . . Captain M. C. Robinson, M.B.E.,
President, AAWB,
National Director for Western Canada
The Canadian National Institute for the Blind
Vancouver, British Columbia

His Worship the Mayor extends to all honored guests
and members an invitation to a Civic
Reception in his Chambers in
the City Hall.

MONDAY, JUNE 20, 1955

Morning—9:15 to 12:00

GENERAL SESSION

BALLROOM

Chairman—Reverend Thomas J. Carroll
Director, Catholic Guild for the Blind,
Boston, Massachusetts

Blindness—An Economic Handicap

Introduction of General
Session Presentations . . . . . Captain M. C. Robinson, M.B.E.,
President, American Association of Workers for the Blind,
National Director for Western Canada,
Canadian National Institute for the Blind,
Vancouver, British Columbia

(Note: It is suggested that *no action* be taken by the AAWB during the 1955 conference. The program to be presented at this time is to serve primarily to present facts and philosophy and current survey material to the membership. The membership, then, will have a year in which to discuss the presentations and their implications and also to read the presentations in the AAWB Proceedings so that they will be more informed with respect to any possible recommendations proposed for action at the Los Angeles convention.)

Review of Reactions of Society to Blindness
as an Economic Handicap Up to 1930 . Reverend Thomas J. Carroll

Effects of Monetary Giving Upon Human Beings . Dr. Louis Cholden,
Acting Chief, Chronic Psychiatric Service,
National Institute of Mental Health,
Bethesda, Maryland

Pros and Cons of Preferential Treatment of
Blind Persons . . . . . Dr. Jacobus tenBroek,
President, National Federation of the Blind,
Berkeley, California

Forum Discussion

LUNCHEON

12:30

Quebec City Lions Club
Chateau Frontenac

MONDAY—Continued

Afternoon—2:00 to 5:00

GROUP F (Ballroom)

EXECUTIVE HEADS OF NATIONAL AGENCIES FOR THE BLIND AND PROFESSIONAL STAFF MEMBERS

Chairman—A. V. Weir
General Manager
The Canadian National Institute for the Blind,
Toronto, Ontario

Progress Report on Study of Criteria
and Standards for the Ideal Agency . . . Alexander F. Handel,
Consultant in Community Planning
American Foundation for the Blind
New York, New York

Golf for the Blind and Demonstration . . . . . Charles E. Tooth,
President
Canadian Blind Golfers Association
Followed by a 10 minute sound film of
The Canadian International Blind Golfers Association
competition at Lambton Golf Club, Toronto
for the Seagram Trophies

The C.N.I.B. and Cooperation Between
National Agencies . . . . . Colonel E. A. Baker,
Managing Director,
The Canadian National Institute for the Blind,
Toronto, Ontario

Value of Vocational Counselling
Agencies for the Adult Blind and Schools . Robert H. Thompson,
Superintendent
Missouri School for the Blind,
St. Louis, Missouri

Work for the Blind in the United Kingdom . . . . . John E. Jarvis
International Correspondent,
The Royal National Institute for the Blind,
London, England

Elections

Board member for a 4-year term; Chairman for a 2-year term; Secretary for a 2-year term.

MONDAY—Continued

GROUP H (Salon 4)

LIBRARIANS FOR THE BLIND, ADMINISTRATIVE HEADS OF PUBLISHING HOUSES FOR THE BLIND AND ALL OTHERS ENGAGED OR INTERESTED IN PUBLISHING FOR THE BLIND IN ANY PROCESS

Chairman—Donald G. Patterson,
Chief, Division for the Blind,
Library of Congress,
Washington, D. C.

Relationship Between Library Services and Home Teaching Services and Potential Coordination

Procurement of Reading Materials . . . . . Donald G. Patterson
Chief, Division for the Blind,
Library of Congress,
Washington, D. C.

Publishing of Reading Materials . . . . . J. Robert Atkinson,
Managing Director,
Braille Institute of America,
Los Angeles, California

Regional Library Service . . . . . Nelson Coon,
Librarian, Perkins Institute Library,
Watertown, Massachusetts

Talking Book Machine Distribution . . . . Mrs. Marjorie McCune,
Representing National Council of State Agencies for the Blind;
Special Caseworker, North Carolina Commission for the Blind,
Asheville, North Carolina

Home Teaching Services . . . . . Sarah V. Gissendanner,
Representing Eastern Conference of Home Teachers of the Blind;
Home Teacher, Virginia Commission for the Visually Handicapped,
Richmond, Virginia

Home Teaching Services . . . . . Marie A. Busch,
Representing Midwest Conference of Home Teachers
of the Blind
Supervising Home Teacher, Bureau for the Blind,
Jefferson City, Missouri

Home Teaching Services . . . . . Donald W. Perry,
Representing Western Conference of Teachers of the Adult Blind;
Executive Secretary, Utah Commission for the Adult Blind,
Salt Lake City, Utah

MONDAY—Continued

Home Teaching Services . . . . . Louise D. Cowan,
Representing The Canadian National Institute for the Blind
Ontario Supervisor of Home Teaching

The Reader Speaks Through a Home Teacher . . . Gretta Griffis,
Home Teacher
Services for the Blind Division,
Maine Department of Health and Welfare
Portland, Maine

Elections
Board member for a 4-year term; Chairman for a 2-year term; Secretary for a 2-year term.

GROUP I (Committee Room)
BUSINESS ENTERPRISE SPECIALISTS FOR THE BLIND

Chairman—W. J. Strickland,
Business Enterprise Representative,
North Carolina Commission for the Blind,
Raleigh, North Carolina

Panel Discussion—The Value of a Progressive Business Enterprise Department in a Well Integrated Program for the Blind

Chairman—Douglas R. Strong,
Manager, Industrial Cafeterias and Canteens Department of
The Canadian National Institute for the Blind
Toronto, Ontario

Value of a Business Enterprise Program:—

To the Overall Employment Program for the Blind
To the Individual Blind Person
To Public Relations and Fund Raising

Value of Various Types of Business Enterprise Programs
Types of Business Best Suited for Employment of the Blind
Value of Well-Organized Supervision of Business Enterprises
Retail System of Control of Business Enterprises as Operated in Canada

Members of the panel will be staff members of The Canadian National Institute for the Blind from various parts of Canada who will speak on the above aspects of the subject. Following the presentation by the members of the panel there will be a discussion period from the floor.

Elections
Board member for a 4-year term; Chairman for a 2-year term; Secretary for a 2-year term.

MONDAY—Continued

RECEPTION

The Quebec City and District Board and Ladies Committee of The Canadian National Institute for the Blind cordially invite all members of the AAWB and their wives or escorts to a Reception in the Salon Champlain and Jacques Cartier Rooms from 4:30 to 6:00 p.m. on Monday, June 20.

Evening—8:00

GROUP E (Committee Room)

EXECUTIVE HEADS OF ANY COMMISSION OR ASSOCIATION DOING STATEWIDE WORK FOR THE BLIND

Chairman—Harry E. Simmons,
Executive Director,
Florida Council for the Blind,
Tampa, Florida

The Future of the Vocational Rehabilitation of the Blind Under the Provisions of Public Law 565

Vocational Training and Placement Aspects . . Arthur L. Voorhees,
Vocational Rehabilitation Specialist,
Division of Services to the Blind,
Office of Vocational Rehabilitation,
Department of Health, Education, and Welfare,
Washington, D. C.

Medical and Social Aspects . . . . . George J. Emanuele,
Director, Medical and Social Services,
Florida Council for the Blind,
Tampa, Florida

Vending Stand Aspect . . . . . H. B. Aycock,
Chief, Division of Services to the Blind
Office of Vocational Rehabilitation,
Department of Health, Education, and Welfare
Washington, D. C.

Elections

Board member for a 4-year term; Chairman for a 2-year term; Secretary for a 2-year term.

MONDAY—Continued

GROUP G (Salon 4)

EXECUTIVE HEADS OF RESIDENTIAL AND DAY-SCHOOL CLASSES FOR THE BLIND, AND TEACHERS IN RESIDENTIAL AND PUBLIC SCHOOL CLASSES FOR THE BLIND

Chairman—William E. Allen
Superintendent, Texas School for the Blind
Austin, Texas

Faith in the Future . . . . . Dr. Neal F. Quimby
Superintendent
New Mexico School for the Visually Handicapped,
Alamogordo, New Mexico

Better Community Planning
for the Pre-School Blind Child . . . . . Marian Held
Director, Department of Direct Services,
The Lighthouse, The New York Association for the Blind,
New York, New York

Discussion of Papers

Elections
Board member for a 4-year term; Chairman for a 2-year term; Secretary for a 2-year term.

TUESDAY, JUNE 21, 1955

Morning—9:15 to 12:00

GROUP MEETINGS

GROUP A (Committee Room)

EXECUTIVE HEADS OF AGENCIES DOING CITY-WIDE, COUNTY AND LOCAL WORK FOR THE BLIND, EXECUTIVE HEADS OF WORKSHOPS AND INDUSTRIAL HOME FOR THE BLIND AND EXECUTIVE HEADS OF HOMES FOR THE BLIND

Chairman—Dr. Philip S. Platt
Executive Director
New York Association for the Blind
New York, New York

Means and Ends in Work for Blind People

Means and Ends in Direct Service . . . . . Ethel Heeren, Supervisor of Training, Chicago Lighthouse for the Blind, Chicago, Illinois

Means and Ends in Public Relations and Fund Raising . . . . . Marjorie S. Hooper Braille Editor, American Printing House for the Blind, Louisville, Kentucky

Means and Ends in Administration . . . . . George F. Meyer, Executive Director, New Jersey State Commission for the Blind, Newark, New Jersey

Discussion from the Floor

Elections

Chairman for a 2-year term; Secretary for a 2-year term

GROUP C (Salon 4)

HOME TEACHERS AND SOCIAL WORKERS OTHER THAN HOME TEACHERS ENGAGED IN WORK WITH THE BLIND

Chairman—Sarah V. Gissendanner
Home Teacher
Virginia Commission for the Visually Handicapped
Richmond, Virginia

Elections

Chairman for a 2-year term; Secretary for a 2-year term

A Measuring Rod for Professional Workers with the Blind

Growth in Understanding the Nonprofessional Blind . . . . . Douglas C. MacFarland Assistant Executive Secretary, Virginia Commission for the Visually Handicapped Richmond, Virginia

TUESDAY—Continued

A Forward Movement in Worker-Community Relations . W. E. Milton,
Executive Officer for Northern Alberta,
The Canadian National Institute for the Blind,
Edmonton, Alberta

Measurements for our Progressive
Development . . . . . Mrs. Mary K. Bauman,
Psychologist and Co-Director,
Personnel Research and Guidance Center,
Philadelphia, Pennsylvania

Afternoon—1:30 to 4:30

GROUP MEETINGS

GROUP B (Committee Room)

REHABILITATION SPECIALISTS, PLACEMENT AGENTS AND FIELD OFFICERS FOR THE BLIND

Chairman—Norman M. Yoder, Ph.D.,
District Supervisor,
Vocational Rehabilitation Services for the Blind
Columbus, Ohio

Counseling—*Intentional* or *Unintentional* . . Mrs. Mary K. Bauman,
Psychologist and Co-Director,
Personnel Research and Guidance Center,
Philadelphia, Pennsylvania

The Future of Rehabilitation for the Blind in the United
States . Major General Melvin J. Maas, U.S. Marine Corps, Retired,
Chairman,
President's Committee on Employment of Physically Handicapped
Washington, D. C.

Improved Techniques in Placing the Blind . Lindsay G. Williamson,
National Director of Employment
The Canadian National Institute for the Blind
Toronto, Ontario

Staffing Agencies with Professionally Trained
Blind Workers . . . . . Francis J. Cummings, Ph.D.,
Executive Director
Delaware Commission for the Blind
Wilmington, Delaware

3:30 p.m. Elections
Chairman for a 2-year term; Secretary for a 2-year term
3:45 Report on Newsletter questionnaire

TUESDAY—Continued

GROUP D (Salon 4)

LAY AND NON-PROFESSIONAL GROUP

Chairman—Mrs. Raymond M. Dickinson,
Chicago, Illinois

Need the Blind be a Minority Group?

Affirmative . . . . . C. C. Cates, Jr.,
Attorney-at-Law
Burlington, North Carolina

Negative . . . . . Raymond M. Dickinson,
Superintendent,
Illinois Industrial Home and Services for the Blind,
Chicago, Illinois

Elections
Chairman for a 2-year term; Secretary for a 2-year term

RECREATION COMMITTEE (Salon Montcalm)

Chairman—Fuller Hale,
Director,
Seattle Social Center for the Blind,
Seattle, Washington

Recreation at the Lighthouse . . . . . Maurice Case
Recreation Director, The Lighthouse,
New York Association for the Blind,
New York, New York

The Phoenix Center for the Blind . . . . . Kenneth Herbert
Executive Director, Recreation Center,
for the Blind, Phoenix, Arizona

A Report of the Study on Organized
Recreation for the Blind Conducted by the
Recreation Committee of AAWB . . . . . Dr. Charles Buell
Athletic Director, California,
School for the Blind,
Berkeley, California

TUESDAY—Continued

Evening—8:00

GROUP B (Committee Room)

Second Meeting
Chairman—Norman M. Yoder, Ph.D.
District Supervisor,
Vocational Rehabilitation Services for the Blind,
Columbus, Ohio

Let's Talk It Over

Participants—A Group of International Experts

Evening—8:00

MEETING OF BOARD OF DIRECTORS—(President's Suite)

WEDNESDAY, JUNE 22, 1955

Morning—9:15 to 12:00

GENERAL SESSION

BALLROOM

Chairman—Reverend Thomas J. Carroll
Director, Catholic Guild for the Blind,
Boston, Massachusetts

Blindness—An Economic Handicap

Brief Review of Monday Presentations . Reverend Thomas J. Carroll

How Society Handles Blindness as an Economic Handicap
in 1955 in the World in General . . . . . Colonel E. A. Baker
President, World Council for the Welfare of the Blind,
Managing Director, The Canadian National Institute for the Blind,
Toronto, Ontario

In Canada . . . . . Miss Mary A. Clarke,
National Director of Welfare Services,
The Canadian National Institute for the Blind,
Toronto, Ontario

In the United States . . . . . J. L. Roney,
Director, Bureau of Public Assistance,
Social Security Administration,
Department of Health, Education, and Welfare
Washington, D. C.

WEDNESDAY—Continued

How Society May Handle Blindness as an Economic Handicap in the Future . . . . . George F. Meyer, Executive Director, New Jersey State Commission for the Blind, Newark, New Jersey

Forum Discussion

Summary of the Two General Sessions . Reverend Thomas J. Carroll

Afternoon

SIGHT-SEEING TOURS

No. 1. Sainte-Anne-de-Beaupre and Montmorency Falls—a drive through historic French villages and visit of one hour at the shrine, with a stop at Montmorency Falls. Approximately 45 miles, requiring 3½ to 4 hours.

Busses will load at 2:00 p.m. alongside the Hotel sidewalk on PLACE d'ARMES SQUARE.

No.2. The City of Quebec covering all points of interest, including churches, Battlefields park, fortifications, monuments and narrow streets. Approximately 15 miles, requiring 1½ to 2 hours.

Busses will load at 3:00 p.m. alongside the Hotel sidewalk on PLACE d'ARMES SQUARE.

Evening—8:00

(Salon 4)

Mr. Winthrop Howe of Rochester, New York, a member of the New York State Commission for the Blind and a Trustee of the American Foundation for the Blind cordially invites anyone interested to join him at the time and place above listed for an informal discussion on the subject of

"How to Win Friends and Influence People"

It has been Mr. Howe's experience that many blind would like to more fully engage in congenial social activity but are reluctant to do so for lack of adequate knowledge and self-confidence in matters of social amenities and etiquette. Mr. Howe is prepared to discuss this matter informally with those who care to join him.

Evening—9:00

(Ballroom)

Entertainment

The Canadian National Institute for the Blind cordially invites you to an entertainment to be given by Les Villageois, a group dressed in typical French Canadian costumes, who will sing French Canadian folk songs and give a demonstration of square dancing, followed by audience participation in square dancing only.

THURSDAY, JUNE 23, 1955

Morning—9:30 to 12:00

GENERAL SESSION

Report of American Foundation for the Blind . M. Robert Barnett,
Executive Director,
American Foundation for the Blind,
New York, New York

Outstanding Developments and Opportunities
in Work for the Blind Throughout the World . . John E. Jarvis,
International Correspondent
The Royal National Institute for the Blind,
London, England

11:00 a.m. ELECTION OF OFFICERS for 1955–1957

Afternoon—2:00 to 4:00

MUSIC COMMITTEE (Salon 4)

Chairman—Herbert C. Treneer
Chairman, Music Committee,
The Canadian National Institute for the Blind,
Toronto, Ontario

The Lighthouse Music School for the Blind . . . Charles J. Beetz,
Director, Lighthouse Music School for the Blind.
New York Association for the Blind,
New York, New York

Opportunities for Blind Musicians in
Small Communities . . . . . John Ramsay,
New Castle, New Brunswick
Discussion

Signs of Progress in the Piano Tuning Profession . . . S. B. Durfee,
Instructor,
Tuning Department,

Perkins Institution and Massachusetts School for the Blind,
Watertown, Massachusetts
The Paris Music Conference and Since . . . . . Harry J. Ditzler,

Music Director,
School for the Visually Handicapped
Alamogordo, New Mexico

THURSDAY—Continued

Afternoon—2:00 to 5:00

GENERAL SESSION

BALLROOM

Chairman—Chaptain M. C. Robinson, M.B.E.,
President, American Association of Workers for the Blind,
National Director for Western Canada,
The Canadian National Institute for the Blind,
Vancouver, British Columbia

Group A . . . . . Allan W. Sherman, Secretary,
Director, Cleveland Society for the Blind,
Cleveland, Ohio

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Supervisor of Vocational Guidance,
Industrial Home for the Blind,
Brooklyn, New York

Group C . . . . . Helen Vargo, Chairman,
Special Service Worker for the Blind,
State Department of Public Welfare,
Fort Smith, Arkansas

Group D . . . . . Mrs. Raymond M. Dickinson, Chairman,
Chicago, Illinois

Group E . . . . . Mrs. Kathryn C. Barkhausen, Secretary,
Director, Division of Services for the Blind,
State Department of Public Welfare,
Denver, Colorado

Group F . . . . . Eugene D. Morgret, Secretary,
Assistant General Manager,
National Industries for the Blind
New York, New York

Group G . . . . . W. E. Allen, Chairman,
Superintendent,
Texas School for the Blind,
Austin, Texas

Group H . . . . . Nelson Coon, Secretary,
Librarian, Perkins Institution,
Watertown, Massachusetts

Group I . . . . . W. J. Strickland, Chairman,
Business Enterprise Representative,
North Carolina State Commission for the Blind,
Raleigh, North Carolina

THURSDAY—Continued

Music Committee . . . . . Herbert C. Treneer, Chairman,
Chairman, Music Committee,
The Canadian National Institute for the Blind,
Toronto, Ontario

Recreation Committee . . . . . Dr. Charles Buell,
Athletic Director,
California School for the Blind,
Berkeley, California

RECEPTION

5:30 to 6:30 p.m.

Captain M. C. Robinson, M.B.E., President of the AAWB cordially invites members of the Association and their wives or escorts to a Reception in the Salon Champlain and Jacques Cartier Rooms, from 5:30 to 6:30 p.m. on Thursday, June 23.

Evening—6:45

BALLROOM

SHOTWELL MEMORIAL AWARD BANQUET AND PRESENTATION

Toastmaster . . . . . Arthur V. Weir,
General Manager,
The Canadian National Institute for the Blind,
Toronto, Ontario

Guest of Honor . . . . . Peter J. Salmon,
Executive Director,
Industrial Home for the Blind
Brooklyn, New York

Presentations

Alfred Allen
Secretary-General, AAWB,
Assistant Director,
American Foundation for the Blind,
New York, New York

and

George E. Keane,
Assistant Director,
Industrial Home for the Blind,
Brooklyn, New York

Entertainment by members of the Braille Music Society of Quebec Province.

FRIDAY, JUNE 24, 1955

Morning—9:00 a.m. to 1:00 p.m.

BUSINESS MEETING

BALLROOM

Report of Board of Directors . . . Alfred Allen, Secretary-General, Assistant Director, American Foundation for the Blind, New York, New York

Report of Auditing Committee . . . . Arthur V. Weir, Chairman, General Manager,

The Canadian National Institute for the Blind, Toronto, Ontario

Report of Necrology Committee . . . Mrs. Juliet Bindt, Chairman, Field Worker for the Blind, Field Rehabilitation Services State Department of Education Berkeley, California

Report of Legislative Committee . Francis J. Cummings, Ph.D., Chairman, Executive Secretary, Delaware Commission for the Blind, Wilmington, Delaware

Report of Ethics Committee . Francis P. Cummings, Ph.D., Chairman, Executive Secretary, Delaware Commission for the Blind, Wilmington, Delaware

Report of Board of Certification of Home Teachers . . . . . Alfred Allen, Secretary, Assistant Director, American Foundation for the Blind, New York, New York

Report of Braille Committee . . . . Robert W. Beath, Chairman, Chief Librarian, The Canadian National Institute for the Blind, Toronto, Ontario

Report of Resolutions Committee . . . . . H. A. Wood, Chairman, Executive Secretary, North Carolina Commission for the Blind, Raleigh, North Carolina

11:00 A.M. Report of Long Range Planning Committee . . . . . Kathern F. Gruber, Chairman, Assistant Director, American Foundation for the Blind, New York, New York

Invitations for 1957
New Business
Adjournment

(The Newly elected Board of Directors will meet immediately after adjournment.)

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OF THE

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OF THE

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Hotel Statler

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July 8-13, 1956

Price $4.00

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* Visually Handicapped.
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SUMMARY OF THE CONVENTION OF THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

SUMMARY OF OPENING SESSION

Sunday, July 8, 1956, 8 P.M.

The Convention was called to order by Mr. J. Robert Atkinson, Founder, Vice President and General Manager of The Braille Institute of America, Inc., Host of the occasion, and the assembly of some 550 persons joined in singing two verses of *My Country 'Tis of Thee,* and remained standing during an invocation offered by Mr. J. Milton Johnson, Director of the Social Welfare Department of The Braille Institute. Addresses of welcome were then offered by Mr. Andrew Marrin, Chief, Bureau of Vocational Rehabilitation of the State Department of Education of California, representing The Honorable Goodwin J. Knight, Governor of California; by Mr. William McCann, Executive Assistant to and representing The Honorable Norris Poulson, Mayor of Los Angeles; and by Mr. J. Robert Atkinson in behalf of the Host organization. Mr. Hulen C. Walker, Legislative Analyst for The American Foundation for the Blind, and First Vice-President of the AAWB responded briefly for the AAWB and was followed in a Presidential Address by Mr. Joseph F. Clunk, Managing Director of the Philadelphia Branch of the Pennsylvania Association for the Blind and President of the AAWB. Mr. Robert H. Thompson, Superintendent of the Missouri School for the Blind and newly elected President of the American Association of Instructors of the Blind, extended a message of greetings and a pledge of all possible cooperation and support from our sister organization. A reception followed. —A.A.

ADDRESS OF WELCOME

ANDREW MARRIN

State Director of Vocational Rehabilitation
California State Department of Education, Sacramento

To: Members of American Association of Workers for the Blind:

I am pleased to be in the position of extending an official welcome on behalf of the State of California to a group of professional workers who have dedicated their lives to serving the handicapped. Governor Knight, who was originally scheduled to be present

tonight, was unavoidably detained by state business and has asked that I extended his personal appreciation for the invitation to be present and his sincere best wishes for a successful conference.

The Governor is justly proud of California's record in creative support of programs for the blind. I am completing my 22nd year in state service in California and it has been my observation, based on the record of administration under five governors, that the top administration of the state has consistently been ready to support sound legislation and appropriations for blind programs, and for all programs for the disabled.

In coming to California some of you may be under certain historical misconceptions concerning this flamboyant and unpredictable state. It is certainly not the state of courtly Spanish dons and saintly padres it is reputed to have been prior to the days of American migration. It is not the gold rush state it was during that period when California was the land of wealth for all. Incidentally, there is a story which has been told about several states, including California, which concerns a young Bostonian who migrated to California and wrote his father, "This is a wonderful state. All it needs is a little more water and a little better class of people." His father wrote back, "That's all hell needs!"

California is also no longer the haven for retired Iowans and tourists that it became known for in the twenties. Nor is it the last refuge of dust-bowlers as many of you read about in such books as "Grapes of Wrath" during the depression thirties.

For reasons too complex to mention California has exploded in all directions, in terms of population, industry, agriculture, and government. Second in the nation in population California is beginning to lead in industry and other fields in a manner which has attracted the attention of the world. And with this expansion has come the inevitable growing pains which momentarily cause us troubles.

The AAWB has traditionally been known not only as the leading professional organization in service to the blind but one of the outstanding groups in the nation because of its sound, constructive, and thoughtful approach to the problems of the people you serve. California has tried to follow this same philosophy in its programs of a social nature and it is our great pleasure that Los Angeles has been chosen as the city of this convention.

We hope that not only will each of you profit from this fine program which has been arranged but that you will have the opportunity of seeing more of the state than the lobby and other facilities of the hotel.

We welcome you and look forward to a week of pleasant and worth while joint participation in a great work.

RESPONSE TO ADDRESS OF WELCOME

* HULEN C. WALKER, First Vice-President
Legislative Analyst, American Foundation for the Blind
Washington, D. C.

Mr. Marrin, Mr. McCann, Mr. Atkinson, fellow members and friends:

It is indeed a privilege to appear on this program and to attend this convention in Los Angeles, a city acting for the second time as hosts to this association. It was just seventeen years ago that we met in this fair city. Met to discuss plans for the future. We are here this time not only to discuss work for the blind in the future but also to look back and take inventory of our progress since last we enjoyed the hospitality of the Braille Institute of America and the city of Los Angeles.

We have marched forward since that convention in 1939, not only in developing new programs but in bringing into the field many additional workers to better serve the increased blind population. At that time we had an estimated blind population of approximately 235,000; now the number exceeds 320,000. The number of members in our

* Visually handicapped.

association in 1939 was less than 300 and now there are more than 1,300. So, ladies and gentlemen, we are trying to render more and better service in our field. But this is a subject to be dealt with by many speakers during the week.

Tonight we are here to get acquainted with our new members and our new friends in Southern California. To you Governor Knight and Mayor Poulson, it is indeed a pleasure to again be in this great state and fair city. To Mr. Atkinson, the Trustees and Staff Members of the Braille Institute of America, we greatly appreciate the opportunity to come once more to the area served by your fast growing institution. It is truly a success story to read how your agency struggled through its growing pains and became an outstanding monument of service to the blind. On behalf of the entire membership, let me thank you and all members of your host committee who worked so diligently to make this convention the success that we visitors already are experiencing.

Again, we are happy to be here and we will do our best to make everyone say, when we are gone, that you are glad we came.

PRESIDENT'S ADDRESS

* JOSEPH F. CLUNK, President, AAWB

Managing Director, Philadelphia Branch, Pennsylvania Association for the Blind, Philadelphia, Pennsylvania

It is customary for the President of the Association to give the membership a message concerning some phase of work for the blind at this meeting of the Convention. As my own experience in work for the blind accumulates and the numbers to record the years assume an amazing total, I find that it is desirable to measure services to blind persons in the same manner as we measure and evaluate commercial business.

Every one of us is engrossed with the duties and responsibilities of our respective jobs on a day to day basis and I wonder how many of us realize that we are participating in a rather large business when it is measured in commercial terms. If we are directing an agency in a city of 200,000 persons, we may have a budget of $20,000 and this does not look like a very large business. If we are directing one of the larger city organizations or a state agency who may have responsibility for a million dollar combined service budget and business, and this gives us a sense of real importance, but still we may not realize the magnitude of services for the blind in this country. When we total the expenditures in all phases of services to blind persons in private and public agencies, including public assistance, rehabilitation, home teaching, workshop operations, recreation, printed materials, etc., we soon find that we are participating in a business which nationally expends somewhere between two hundred and three hundred million dollars.

In other words, work for the blind in the United States is a big business. Each and every one of us is an important part of that business and each and every one of us must realize that no one member on the team can fail to carry his weight and do his part without adversely affecting the entire program. Just as a large skyscraper or, for that matter, the highest mountain in the world, is simply a collection of small parts, so, too, work for the blind in this country is a tremendous business and it is a collection of each and every one of us small parts.

I am deeply concerned when I observe administrators and staff members of organizations who are indifferent to their daily responsibilities, and they conduct themselves as though they were working in a small watertight compartment in the physical sense just as they are perhaps doing in a mental sense.

I think it is opportune to remind you that each and every one of us has a responsibility for the welfare of blind persons in every part

* Visually handicapped.

of this nation and, for that matter, in every part of the world, regardless of the size of the community in which we work, or the classification of the job we occupy.

It is necessary for us to constantly review our philosophy and the results of the manner in which we apply our philosophies. In the past few years there has been a great deal of emphasis directed toward our field of work concerning categorical treatment and also concerning the use of two words that are very common in present day conversations, namely: Segregation vs. Integration.

It would seem that a timely subject is "Segregation is Required for Integration." There is much discussion about these words in various social problems, but they are applicable with surprising force to our field of work. I suggest that you give considerable thought to the basic idea that segregation of services for the blind persons of our land is required in order that the blind individual may be integrated into the sighted community and in normal activities. The business world finds it necessary to take frequent inventories and to compile a balance sheet in order to determine the progress of business. Some types of business require an inventory every week, others once a month, and all of them at least once a year. Some organizations also maintain a perpetual inventory and determine the operating results in their business on a day to day basis. Social agencies seem to shun inventories and factual evaluations of the profits and losses to the community resulting from their activities. However, we cannot afford to operate services for the blind in a blind manner and frequent inventories of our philosophies, of our procedures, and of our results, are absolutely necessary.

Current Propaganda About Services for the Handicapped

There are many persons in high places in social administration who promote the idea that services to all handicapped groups should be administered by one agency, and they would have us believe that the blind are more completely served when they are absorbed in an organization for all the advertised impaired groups of society. On the surface, this looks like a logical approach to the problems of administration but more than fifty years of experience has demonstrated that when the blind are served by the same agency as has responsibility for sighted handicapped groups, the blind receive very inadequate treatment and consideration, and are eventually pushed into the discard. It is so much easier to work with the sighted handicapped, and the figures on the balance sheet can be so much larger with less effort than with the blind, that it is natural for the administrators to automatically sidetrack us. Have you ever stopped to analyze why this happens, and the fact that we are working against the emotional reactions of administrators in the same manner as with the sighted public?

During the past few years, public and private agencies for the blind and some schools for blind children have changed the name of their organization to such terms as "So-and-so Agency for the Visually Handicapped" or "Society for the Blind and the Visually Handicapped" or "The Blank-Blank School for the Visually Handicapped." Thus, these administrators advertise their fear of going out of business because there are not enough blind children to justify their existence, or they advertise their lack of faith in blind persons and their lack of ability to meet their problems, and they want to justify the continuance of federal and state funds by including everyone in the community who is required to wear glasses and who is in no sense of the word subject to the same social, emotional, or occupational hazards as is a blind person. These same administrators are quick to apply pressure on Congress or state legislators and on the general public in raising money in the name of the blind but they provide services to non-blind people for whom these funds are actually pure charity with a sugar-coating that is labeled "rehabilitation" or "education for the visually handicapped." When the real blind people of the area request service they are informed with glibness and smoothness that there are no opportunities for the blind, or the funds are insufficient, or the policies and regulations do not permit the granting of the service that the blind person needs. Are we becoming ashamed of the word "blind" or are we simply afraid of it because it spotlights our own lack of confidence or ability to serve the

group to whom we have dedicated our lives?

Are we working to produce figures on reports or are we working to serve blind persons? When we raise money and pass laws to help blind persons and then spend the money in serving persons who are not ordinarily considered to be blind, then we destroy the confidence of the legislator and of the general public. It is doubtful that an average member of a state or federal legislature or of the contributing public thinks that an individual is blind who can see enough to drive a car and to do the many things that are possible to the visually handicapped but are impossible for a blind person.

Analysis of the Problem
Emotional vs. Mechanical

When an administrator or an individual is attempting to find an answer for a handicap, we have two very definite differing approaches to the subject. In the case of the sighted individual with a physical or a hearing impairment, the answer is found in a mechanical device. The leg impairment is replaced by artificial limbs or a wheel chair that takes the place of legs for transportation. The arm impairment is replaced by an appliance. The hearing impairment is replaced either by the mechanics of lip reading or a hearing aid or communication through the written word. It is comparatively easy for the administrators, for rehabilitation counsellors, and for the employer to accept a reasonably satisfactory mechanical substitute for the impairment. But in the case of blindness we have an entirely different approach. The sighted administrator is frustrated because he has an emotional block. The potential buyer of the blind person's skills is also frustrated because of his emotional block, and there is a paralysis of logic in his mind with the result that blind persons are rated as totally disabled, and there is no resource in the administrator's imagination that solves the problem.

Nobody seems to think in terms of employment along the line of "What can we produce that one-legged people could make? What can we produce that only wheelchair people can make?" Instead of this approach, the employer and the administrator of the workshop for the sighted handicapped analyzes the job requirements and readily accepts the fact that the worker does not need two legs or two arms or his hearing, to do a particular job, and this person is accepted on a reasonable basis. However, when these people think about blind persons, they ask the question "What can blind persons do?" Because the average sighted person finds himself to be completely helpless in temporary darkness, he cannot expand his imagination to think of blind persons as anything but totally helpless, therefore the emotions of the sighted administrator dominate his thinking, his field of imagination is definitely restricted, and blind persons are deprived of an opportunity to participate in a constantly expanding industrial life. If you are reasonably logical about this subject, can you find any other explanation for the lack of development of the sheltered shops in our land or elsewhere in the world? We have had sheltered shops in this country since about the year 1870 or perhaps before, and we are considered by the public to be solely manufacturers of brooms, of baskets, of rag rugs, and of mats. How many industries employing only sighted persons are still making the same articles in the same manner as they produced them in 1870? Obviously, then, an administrator having the total responsibility for all handicapped groups cannot understand where a blind person would fit into his plan of operation except in a very casual and minor way. There is no inducement for that administrator to give blind persons the necessary consideration.

When we subscribe to the philosophy that blind persons can or should be served by an agency that has responsibility for all handicapped, we are definitely selling our blind clients down the river and we are relegating them to the same status and the same condition as they had in the last century, and which we are supposed to correct in this century. If this sort of integration is practical, then there would have been no need to develop separate agencies for the blind during the past fifty years.

False Doctrines Concerning
Saving of Administration Expense

Much of the argument proposed by the proponents of integrated programs is that

administration expense is saved. Is this true or false? If we have a single agency providing for all handicapped groups, experience has shown that separate staffs and separate administrators are necessary within the framework of that over-all organization, if each of the groups is to receive adequate consideration. Experience shows that even among the sighted handicapped groups, the totally deaf do not receive consideration unless a specialist is employed who fights for their rights, the blind persons certainly do not receive consideration unless staff is employed that has no other responsibility except services to blind persons. Where, then, is the saving in administration and staff organization? There might be a possible slight saving in space and rent costs, but when it becomes necessary to isolate the blind workers and their activities from those of the sighted, because of the incompatibility of the various handicaps, then no saving can be effected and we are subscribing to false doctrines when we accept this philosophy.

Unfortunately, there are many persons in national organizations that roam our land as consultants and who advocate the integration of all of the blind with other handicapped groups as a logical approach to providing adequate services for the blind. Of course, these persons are normal, average individuals who are undoubtedly sincere in their convictions and who seem to believe that the path of least resistance is better than the path that has a few hills, valleys and curves in it. It is necessary for all of us to analyze every recommendation and every suggestion and not to accept recommendations simply because the consultant carries a title that automatically arouses respect for the office. Title does not mean that the individual knows his subject or that the individual is necessarily interested in the long-range results to blind persons. We must also remember that many years of association or experience in a field of work does not necessarily qualify the individual as an expert. In a discussion, one consultant insisted that he knew what he was talking about because he had twenty-five years of experience in the field, and another person in the discussion asked, "Have you had twenty-five years of experience, or one year of experience repeated twenty-five times?" On another occasion a sighted consultant who was advocating integration stated that he had thirty years of experience in rehibilitation and he was thus an authority on the subject, because the blind person with whom he was talking had been in rehabilitation only two or three years. The blind person replied by stating, "You have had thirty years in rehabilitation and I have had thirty years of being a blind person in the sighted world and I know the problems I have to meet."

Every recommendation or plan provided by any consultant should be subject to validation and the test of an objective analysis. The Christian people of the world have been taught to accept the teachings of the Bible and to have faith in its fundamental principles. However, there is no evidence to indicate that the advice of persons in our time should be taken on that basis just because they have a title that requires three lines in which to write it.

Mutual Responsibility

Many of our workers for the blind have forgotten that we have a mutual responsibility for not only the welfare of our respective agencies, but also for the welfare of blind persons. All too frequently, administrative and field staff in public and private agencies become enamored with the importance of their social position and the prestige of the agency in the community, and they forget that the organization is dependent upon their ability to help blind persons live successfully in this world and that the agency cannot survive unless blind persons are successful. Client and agency are interdependent on each other, and neither can survive without the other. An organization on the east coast cannot dissipate public confidence in blind persons and their respective agencies without injuring blind persons all the way to the west coast, and agencies in the north cannot destroy the confidence of the public in blind persons without injuring the welfare of blind persons in the south. All too frequently, we find administrators who are indifferent about this very basic fact. They seem to have an idea that they can exploit the public in their areas and this is not the business of any of the rest of us in other

parts of the country or, for that matter, in the same community. The general public does not distinguish between individual blind persons or agencies that represent them. When we forget that we have mutual responsibilities and that it is just as important for an agency in one part of the country to operate on a high level as it is for an agency in another part of the country, then we forfeit our right to consideration by the public and we forfeit our right to be in this field of work.

Standards of Ethics and Achievement

We have talked a great deal about standards of ethics and we have an Ethics Committee in this Association that is experiencing a great deal of difficulty in persuading our membership to apply this Code of Ethics in their daily routine. There seems to be some feeling to the effect that the Ethics Committee is an unwelcome police force that is charging the agency with a crime, even before it considers the conduct of the agency. Obviously, since less than forty of the agencies have the Seal of Good Practice, the Code of Ethics must not be as realistic as many of us would like to have it, or the agencies for the blind in this country are averse to operating at a decent level. Any law or rule of procedure that is impossible for 90% of the population to observe must have something wrong with that law. A law or rule of conduct is supposed to reflect the common practices of society, and it is also supposed to be capable of observance by a majority of society, otherwise we have a rule by a very small minority group and this basic principle is not in line with our concept of government.

However, our membership must realize that the Ethics Committee is applying a Code that this membership has approved, and if we don't like the elements in the Code, then we should register our protest in a vehement, positive, and constructive manner. The Code of Ethics should be of such character that at least 95% of the agencies can observe it without difficulty, and it should establish and hold the confidence of the public in blind persons and in the agencies which represent them.

What standards in a code of ethics would enable your agency to render the maximum service to the blind persons in your area, and consequently render maximum services to blind persons of the nation? For example, are you in disagreement with the labor ratio of three-to-one? Is this realistic? Is it practical? Or isn't it? Are you in accord with the cost of fund raising? Does this principle enable you to operate in your area? Is it a standard that the public will accept? Are you in agreement with the standards concerning the types of material that should be in fund raising, or in public relations literature? Have you proven by your own experience that the standards in the present Code of Ethics are impractical or unrealistic in any particular? Submit your evidence to the Code of Ethics Committee, either through the Board of Directors or in a business meeting of the membership, and let's all work intelligently to develop a Code that will enable all of the agencies to meet it in a practical fashion.

Performance Standards of Staff

When salaries or wages for staff personnel were based on the theory that workers in this field should receive their compensation from the good they did and that the salary check was only a minor incidental item, it was possible for such workers to justify their existence without any standards of measurement of competency or efficiency. However, during the past twenty-five years, this theory has disappeared and staff members are now being recruited on a basis of competency and ability to do a particular job, and salaries are being paid that are in line with similar responsibilities in commercial fields. However, we still have a carry-over in many people's minds that the major function of an agency for the blind is that of seerving the staff by providing them with an easy, comfortable berth and a steady salary, and it is unnecessary to be measured in terms of results for the salaries received. Would a commercial company continue to pay a salesman five thousand dollars a year if that person did not develop sales? Would a commercial company pay a superintendent of

an industrial plant five, eight or ten thousand dollars a year if that superintendent did not improve the efficiency of the plant, did not improve the quality of the product being made, and did not reduce the costs of producing the item through the introduction of new equipment and ideas and procedures within the plant? Would a doctor continue to receive a beautiful income per year if he did not produce results for his patients?

Yet we find staff people in agencies for the blind who think they are earning their salaries when in field work they make one or two calls per day on blind persons in their homes or perhaps make five calls a week. We have placement agents who think they are earning their money when they place three or four people in a year, or even in a labor shortage when they place ten people in a year. We have prevention of blindness workers who think they are preventing blindness when they have a few client cataract operations performed, and there is no measurement of the effectiveness of a prevention program. They are actually only restoring sight to a few people. They are not preventing the many thousands of people from becoming blind. We have social case workers who close their minds and their books on the blind individual who is a difficult problem, and who has been made difficult by the neglect of the case workers. We have shop administrators who are content to continue to make brooms and weave rugs because the agency has been doing it for fifty years, and it is too much trouble to develop a new product. We have administrators who are more interested in the palatial character of their offices and in entertaining the top social brass, than they are in meeting the blind client who comes in the front door and is desperately in need of guidance and service.

Of course, it is difficult to establish standards of performance in this field because we are working with a cross-section of society, and society as a whole does not expect very much from us. If we do anything at all, it is considered wonderful, and yet society, either through taxation or contributions, is paying to have the lives of blind persons made better and more meaningful.

We have talked much in these conventions about standards of measurement and we have agreed that such standards should be established. However, the talk of some four or five years has so far produced nothing tangible and I recommend that you give consideration to measuring your own results and using these measurements in order to establish yardsticks for all of us.

Sales Policies

Today we have more than ever a distortion of sales principles and policies. We have agencies for the blind selling articles made by sighted producers and the only thing the blind do is that of packing the article in a cardboard box or of assembling a couple of pieces and they don't even bother to remove the trade mark or the label of the commercial producer. There are sales organizations springing up in the land that use blind-made goods as a door opener and then push commercial products to the customer at prices higher than the general market for this item, and the customer buys it in the belief that he is helping a blind person to find employment. These sales programs, that are mixtures of blind and sighted merchandise, are high-pressuring the customers into buying poorly made articles at high prices. They operate entirely on the basis of emotionalism in selling goods that are otherwise not marketable, and this type of sales approach is doing a great deal to ruin the confidence of our public. There are too many articles put on the market that are poor in quality and workmanship, and sold at exorbitant prices just because blind persons have blessed them with their touch. There is too much misrepresentation. There are too many racket organizations using the word "blind" in order to exploit the public good will.

Federal and State Legislation
Use of the word "Blind"

Isn't it about time that we had federal and state legislation prohibiting the use of the word "blind" in the name of any organization unless that agency employs blind persons along the lines that are approved by our Code of Ethics?

Confidence Must Be Maintained

In the final analysis, work for the blind is dependent completely and wholly on the confidence of the nation. Anything that we do to enhance that confidence, and that converts pity and compassion into respect and admiration, is a good thing to do; and anything that we do that dissipates that confidence, that arouses the reaction of incredulity in the mind of the public, is a bad thing to do.

We have a collective responsibility for the welfare of every blind person in this nation. The more intimately we live together as a nation, the greater is this neighborly responsibility by all of us for everyone else in this profession.

In this year 1956 we are just on the threshold of building normal living for blind persons. Unless we intensify our efforts as sales and services agencies for the skills of blind persons and do it on a concentrated, intensive basis, we will never have integration of the blind person in a normal society. I appeal to each and every member to give thoughtful, constructive consideration to this problem.

Discrimination Against Blind Persons Must Be Eliminated

It does not take much of an inventory to find that very few of the public or private agencies for the blind employ blind persons as administrators or directors or departmental supervisors. The principal function of our agencies is that of selling the skills of blind persons back to society on a normal basis and yet we demonstrate our own lack of confidence in our product by refusing to buy it ourselves.

Federal and state agencies exhibit a lack of confidence in blind persons by refusing to appoint them to positions of leadership. Private agencies' boards of directors frequently refuse to give any consideration to the application of a blind person when there is a vacancy in a leadership job. It is rather interesting to note that our organizations profess to want leadership and deplore the lack of it. If a blind person is in a leadership position and is providing that quality, and the administrators of either public or private agencies disagree with that person's philosophy, then the blind person is eliminated as quickly as possible on the basis that it is difficult to control the blind person and therefore blind persons should not be employed.

The question might be asked as to whether or not leadership is a subservient commodity or a dominating commodity. Many boards of directors and administrators of public agencies find it impossible to think of a blind person in any other capacity except that of being a client, and any assumption of leadership and of social or intellectual equality by the blind person is an offensive act. When blind persons are employed in a subordinate staff position there are many instances in which the blind worker is paid less than a sighted person with equal or less qualification.

Frequently an appointing officer will use exactly the same excuses as does an industrial administrator who has had an unsatisfactory blind employee. The administrator will say that "We had a blind person once and the results were not to our liking, and therefore we do not hire any more." Is it fair for us to ask whether or not they have ever had a sighted employee who was unsatisfactory, and have they ceased appointing sighted persons because they did not provide leadership or they were difficult to control, or they were unsatisfactory for any other reason?

In this day we talk about eliminating discrimination and yet in our own agencies we permit discrimination of the most flagrant type, and as a result blind persons with adequate qualifications for leadership and for staff positions are denied opportunity.

Do we dare publish the fact that our agencies would rather have a sighted person who does not produce results than they would a blind person who does not produce any worse results, or any less results?

I hope these remarks will encourage you to review your own philosophy and to conduct a continuous inventory of your results.

PAPERS PRESENTED AT GENERAL SESSIONS

WHY THE SPECIALIZED AGENCY FOR THE BLIND

HARRY E. SIMMONS, Executive Director
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The subject of the paper assigned to me for this convention is "Why the Specialized Agency for the Blind." As an indolent man, I was temporarily elated by the subject as I recalled writing a similar paper from the national standpoint for the AAWB Convention of 1951 in Daytona Beach. I hastened to peruse my paper in the Proceedings of that year and my elation disappeared into thin mist at the meagerness of argument therein contained. The paper had assumed a striking similarity to a steer's horns—a point here and a point there with a lot of bull in between.

So I had to turn to research and to write to many of the leaders in our field of work for their opinions and suggestions and I was astounded at the amount of written and oral coverage that this subject has been given in the last decade. The conclusion was that any original thought I might have would necessarily be totally irrelevant to the subject assigned. After a hasty, but thorough, study of materials secured I adopted a slogan—"My mind is made up—don't confuse me with facts."

At this time to relieve the audience of any undue suspense, or tension, I will make the flat statement that I firmly believe in specialized agencies for the blind, although with unusual modesty I do not believe that my paper will prove any patent panacea for a panting posterity.

I wish at this point to offer my grateful thanks to my many colleagues who allowed me to pick their brains and I wish to especially thank my co-worker, George Emanuele, for the splendid editing that he did. This group should know that George had to edit the paper the hard way—before it was written.

Before I attempt to develop arguments for the specialized agency, I would like very much to discuss some "if'ees" very pertinent to the subject.

I feel that the proper approach to the subject is deep thinking and not deep feeling.

The only guarantee of the retention of existing specialized agencies for the blind, and the development of new specialized agencies in states not having them, is the provision of more efficient and diversified services for the ones we serve.

We can only succeed through success, and we must demonstrate that success through a spirit of sincerity, integrity and the necessary expending of energies. We must keep abreast of all related fields and must adopt the most modern techniques and scientific

advancements with an open mind. I am sure that we have all been in some agencies for the blind, both private and public, where the spirit was such that we felt impelled to roll up our sleeves and pitch in. I am just as sure that we have all been in other agencies for the blind where one felt impelled to hoist up his pant legs and tip toe out.

Public economy through the merging of various agencies into one unit is the watchword of the day—both nationally and in the states. Our only defense and guard against such action is efficiency of our operations and the excellence of the services that we give those who depend upon us. If we do not meet that standard the Hoover Commission in Washington and the little Hoover Commissions in the several states will reduce our present number and any expansion of specialized agencies for the blind will be entirely blocked.

Unfortunately, you and I are acquainted with some agencies for the blind, both private and public, that would be improved by merging with *anything*. It is up to us to prove that there is a special case in the very nature of specialized services for the blind that makes us exempt from the theory that an organization set up to fight the corn borer can also battle the beetle.

To provide the broad scope of services needed by the blind of all ages, to set up a sound rehabilitation program and to assure successful and lasting vocational achievements my experience, and the experience of countless others, points directly toward an integrated and separate agency for the blind rather than a program wedged into an agency for other and varied purposes.

A word of caution, I have found that many of us immediately think of vocational planning when the word rehabilitation is mentioned. Unless we modify this term by the word vocational, I believe we should think of the term rehabilitation as being all inclusive, encompassing the entire needs of a blind individual.

Rather than give you only my own opinion in support of the specialized agency, I would also like to present to you the best thinking of those qualified through their years of service, and by their level of responsibility in our field of work. I have selected the opinions of those I know are unselfish and who have experienced, or are very familiar, with the three eras—(1) the era of blind pioneering and setting up of programs for the blind; (2) the era of incorporation of rehabilitation of the blind along with other handicapped; and (3) the era of integrated and separate programs for the blind.

Thirteen years ago Dr. Robert Irwin of the American Foundation for the Blind made a plea to support the interpretation of the Barden LaFollette Act which provided for the rehabilitation of the blind to be handled separately by agencies for the blind in the majority of the states, instead of by the State Board of Vocational Education dealing with other disabled groups. At that time Dr. Irwin stressed in particular that over 50% of the blind population are over 65 years of age and that approximately only 25% of the blind population are feasible for employment. Very realistically he hammered on the many services needed by the blind not related to employment but necessary and essential in their normal daily activities. He also pointed out the part played by social casework as a portion of the total rehabilitation of the blind. It is historical fact that prior to 1843 the blind were classified among those whose employment in industry was considered questionable. Later when the rehabilitation of the blind was included along with the rehabilitation of the other handicapped, statistics revealed that a greater number of persons with minor handicaps were trained and placed with the blind being set aside as presenting too many special problems. The tendency was to follow the path of least resistance by concentrating on those handicapped individuals who were comparatively easy to place—I know, for I did it. I am not ashamed to say that "Statistics" "Credit" and "Number of Placements" were the pass words and the goal.

We have all known vocational counselors in general agencies who have avoided serving the blind whom they considered too difficult. In fact, when they did inadvertently stumble on a blind client they would hastily back up and take off for far away places like a turpentined cat. Again, let us be sure that our counselors in specialized agencies have all the training, tools, skills, and the combination of abilities to stand up to the job.

The mentally retarded, the epileptic, the blind, the cerebral palsied and other severely disabled were relegated to the rumble seat. It was all too evident that exhaustive time and painstaking efforts were necessary adjuncts to servicing each blind person; to evaluate and determine what his needs were and last but not least, to work, to find and to develop suitable training facilities.

We know too that this was only a small part of the job. The remainder was the very important task of getting a blind person ready for employment. Separate entirely from training a blind person for a special job—it is equally important that he learns to function efficiently, with confidence and with assurance as a blind person.

Mind you, we have not mentioned a word about scanning and searching job opportunities and performing a sales job with prospective employers. It was infinitely easier to scan through a list of job opportunities, pick up the phone and tell the employer that you had a well qualified one fingered, one jointed amputee, or a qualified sacroiliac ready and eager to work.

Dr. Francis Cummings eloquently made the statement recently "Vocational rehabilitation can be either of two things: a job, or a dedication." I agree with Dr. Cummings for I have seen my staff work as only dedicated people do. Salaries are small and I know they work late into the night when in the field contacting clients. I know that you will pardon me referring to my agency as an example of a specialized agency for the blind. Permit me to enumerate some of the services available through the Florida Council for the Blind: (1) Prevention of Blindness —a prevention of blindness program for all ages both public education and remedial; (2) Services to partially seeing and blind children; (3) Special services program for the blind of all ages, including a Talking Book Library for the Blind; (4) Eye medical care program; (5) A full scope vocational rehabilitation program; (6) Vending stand program; (7) Cooperative program—selling blind made products of private workshops and home industry.

Permit me to go on with my research. Dr. Cummings reports that the total number of rehabilitations for the year 1952, for all types of disabilities was 63,632. Of these 20,608 were in states where the blind were grouped with other handicapped; 43,024 in states with separate vocational rehabilitation programs for the blind. Of these rehabilitation cases 3,738 were blind, 853 processed by general agencies and 2,886 by commissions and other agencies for the blind. This tells a startling story—almost 65% better chance of successful vocational achievement for the blind in the states with separate agencies.

Those of us enjoying our daily association with the blind know that they are not endowed with supernatural powers in compensation for their loss of sight. Ray Dickinson of Chicago points out very realistically that at least 75% of our sense experience comes through the avenue of vision and this fact requires knowledge and understanding of the functions of the remaining senses. To assist a blind person to best utilize those other senses so that he can perform along side the sighted and on a competitive basis is indeed a challenging task day by day as tremendous progress is being made in this new and startling age. It is no original thought to state that we live in a predominately visual world and that presently sight is emphasized more and more. We all admit that useful sight is indeed a valuable asset, except with some minor exceptions, like a woman closing her eyes when being kissed. It behooves us to improve our techniques and our skills to keep abreast of the slogan "a normal life through the remaining senses."

I was soberly impressed by Mr. Dickinson's emphasis on the importance of interpreting to the general public the assets and limitations of the blind as individuals and as a group. This requires time, devotion and knowledge only possessed through the highest degree by the staff of a specialized agency for the blind and every staff member must be trained to consider himself a public relations man in the community he serves. It most certainly is not a one man job for any agency. It demonstrates a staff who can speak of the blind without emotion, without dramatics, but with normalcy and realization. I will quote Mr. Dickinson "we need to combat such sentimental approach on the one hand and neglect on the other and

stamp out the protective charitable approach." Can you see the staff of a general agency carrying out this edict?

Does an integrated and separate program for the blind foster segregation of the blind and discourage normal community life? Most emphatically NO. Yes, we must develop and bring together those special services, tools and devices, skills and knowledge needed to demonstrate to the blind that he too can learn "to do" efficiently. Constructive motivation sometimes dictates that the blind be exposed to the blind during the learning period but handled as a group only long enough to provide these services.

Listening to this paper one may think that the blind are special in every detail—on the contrary—those of us in sincere programs for the blind endorse a policy parallel to that followed by the American Foundation for the Blind in its selection of special aids for the blind—(1) from standard commercial devices select those that are useful and solve problems for the visually handicapped without modification and (2) select other commercial devices which lend themselves useful after simple modification. Translated into a philosophy of work for the blind it offers a practical and rewarding approach in helping the blind to adjust to as normal a situation as possible.

An integrated program for the blind stresses the need for complete knowledge of the range of services for the blind, devotion and concentrated efforts rather than stress of differences that exist between the blind and the sighted. The skill is how to best capitalize in exploiting the remaining abilities and senses and to help the blind person function without sight.

Throughout this paper you will note that I have stressed that the staff IS the specialized agency for the blind and the relative efficiency of the staff is the success or failure of a program. It logically follows that we must exercise the utmost care and follow the most common sense and scientific methods in selecting this life blood of an organization.

Consideration of an application of a blind person for a staff opening should follow the usual accepted practice in the following order, but above all must be kept in mind the large group of blind that are to be served and how we can best serve them. (a) Analyze each position in the agency and determine which can be performed by blind; (b) recruit for job opening, giving priority to the blind applicant; (c) be completely aware of job requirements; (d) keep uppermost in mind the qualifications of the applicant and consider carefully, education, training, maturity, personality traits while visualizing the great group to be served; (e) degree of adjustment and growth basically demanded by the job and achievable by the blind should be considered as an asset to his basic qualifications but *not* a substitution for basic requirements.

Why are the staff of a specialized agency for the blind better qualified to provide services for blind clients? As stated before, it is the training and experience in the rehabilitation of the blind with blindness itself playing an important psychological role—understanding of the blind—faith in the potentialities of the blind—devotion and dedication—motivation toward concentration of all efforts in the direction of one goal—the rehabilitation of the blind.

Those of us in work for the blind are not endowed with unusual gifts. Success in the rehabilitation of the blind can continue to be achieved only through intelligent, concentrated and dedicated efforts. The problem is over and above vocational rehabilitation of the blind. Today as never before, the public is beginning to understand the handicaps imposed by blindness—reading, writing, traveling, as opposed to the abilities that are not affected by blindness. Almost as important as skills in the counseling, education and training of the blind is the skill of demonstrating to the public—employer—neighbor—merchant—the ability of the blind person to carry out activities. I cannot find more appropriate words than "Blindness is not a point of no return."

The serving of the blind requires even more than the teamwork of a devoted staff. It also requires a coach who in addition to being a specialist in this field must demonstrate outstanding leadership qualities. He must be prepared to devote and concentrate all of his energies, skills, and resources and last, but not least, he must be dedicated, he must have confidence and assurance. Sincerity of purpose must be his watchword.

To summarize then, we must (1) through an intelligent program of public relations and education make the work and needs of our specialized agency for the blind widely known and accepted, by the same means we must acquaint the public with the fact that the specialized agency for the blind is already the result of economical consolidation of many programs under one agency roof. (2) We must keep our specialized agencies alive and virile and ever growing and we must not let them parallel the span of life for man wherein when best, maturity boldly walks in the front door, virility sneaks out the back door and senility is lurking in the bushes seeking to break in.

I feel strongly that each individual and each organization in the field of work for the blind should create for their guidance a credo, or philosophy to guide them in their daily activities.

CREDO OF THE FLORIDA COUNCIL FOR THE BLIND

I. We believe, first and foremost, that blind people are simply people who do not have sight—in their midst are good and bad, wise and foolish, genius and those with lesser endowment, personable and not personable, strong or weak, reasonable or unreasonable. Blind people vary in personal makeup and share the same strengths and weaknesses as do all of mankind, no more and no less.

II. We believe that those who are blind have the same rights as any other man—the right to lead a dignified, useful, and productive life; to work, to play, to laugh and love, to marry, and to have the same rights and privileges as his sighted neighbors.

III. We believe that it is morally wrong to keep any blind person in subservience of any kind, or to let his handicap interfere in any way with the development and use of his intelligence, his interest and his skills.

IV. We believe that blind people, being entitled to the same common rights as all mankind, must accept the same responsibilities as other people—that they must abide by accepted rules of human conduct, obey the same laws, accord others the same degree of dignity, courtesy, respect and understanding that they themselves expect.

V. We believe that blind people, until public understanding accepts them for their abilities, as well as their limitations, are entitled to, and should be given, special consideration to help them gain their proper position in life.

VI. We believe that the needy blind should be cared for in generous measure, but in equitable relationship to the other classes of needy in society.

VIII. We believe that excessive demands for preferential treatment of blind people is a definite contradiction of the premise that the blind can lead independent and productive lives, and that such demands will tend to perpetuate (and even increase) the all too prevalent feeling in public understanding that all blind people are necessarily helpless and must forever be wards of society.

IX. We are opposed to permanent segregation of the blind and firmly believe that the best interest of all blind people will be served by encouraging and developing programs of integration with sighted society where feasible and possible.

X. We believe that those of us engaged in work for the blind have a serious responsibility—that we must dedicate understandingly our time, our talents and our energies to the service of blind people—to do all in our power to bring about a true understanding of the place which the blind can, and should hold in our society. We feel that we must stand firm against those who would deny blind people their natural rights—and that we must also assert ourselves against those who, through misguidance, selfishness, or otherwise, would promote programs demanding excessive and unwarranted privileges for the blind in distinction to other groups, thus dangerously jeopardizing the understanding and good will which has been painstakingly developed over the years.

XI. We agree with the basic premise of employment of capable blind persons in

serving blind people, but insist that such employment must be made with primary consideration of the abilities and personal characteristics of the applicant under consideration, and with due consideration to effectiveness and efficiency in work and travel.

XII. We believe that it is degrading to blind people to engage in solicitations of funds by anyone where stress is placed on the "helplessness" of the blind and where there is an emphasis on public emotions toward blindness.

XIII. We believe there should be a strict public accountability of every cent of money raised in the name of the blind.

XIV. We believe that street solicitation by individual blind people is a debasing and unnecessary practice and that it is a primary factor in encouraging and developing public misunderstanding of the appearance, capacities and abilities of blind people.

HISTORY AND DEVELOPMENT OF SPECIALIZED EDUCATION FOR THE BLIND

BERTHOLD LOWENFELD, Ph.D., Superintendent
California School for the Blind, Berkeley, California

When in 1785 the first School for the Blind was established by Valentine Haüy in Paris, the blind—sociologically and historically speaking—were at the end of one epoch and at the beginning of a new one. In an article published about fifteen years ago in 1941 I distinguished three periods in the evolution of society in which the blind have been considered and treated in fundamentally different ways. "In primitive society they were thought unable to survive and were either killed, or exposed and left to starvation. The founding of the great religions produced a decisive change. A humanitarian attitude became prevalent which gave the blind not only the right to live but also to be protected. At the end of this period, several blind individuals had proved by outstanding achievements that their adaptation to normal life was possible. The accumulation of such examples culminated in the rise of the third period which is characterized by the integration of the blind into society. Only in this period was the soil prepared for the beginning of planned educational attempts." (Outlook For The Blind, October 1941, pages 169-172 "The Education of the Blind in Public Schools")

Valentine Haüy was moved toward the founding of the first school for the blind largely by three factors: First, the precedent established for the deaf by Abbé De l'Epée who founded the first residential school for this group of handicapped children; Second, the ever increasing evidence given by blind individuals that they are capable of being educated and producing outstanding achievements; and third, the inhuman treatment which some blind beggar-musicians met at the hand of the Parisian populace. At that time, in the late eighteenth century, no other instrumentality for the new venture of educating the blind seemed feasible than separating them from the seeing in a special residential school. This form of providing education for the blind spread from France to other European centers and from Europe to other continents, as for instance in the early 1830's to the United States of America. It proved adequate and unchallenged for more than one hundred years. During these years the blind were to a large extent set apart from the rest of the people not only for their education but also for their subsequent life. In Germany for instance, blind children would enter the residential school and upon graduation transfer from one building to another where handicrafts would keep them productively occupied until they became too old to work and were moved to still another building, on the same grounds, for the aged-blind—a kind of cradle to grave "security". But even those who left the residential school were not supposed to compete with the seeing or join them socially except on rare occasions.

This condition was gradually to change and more and more blind people found their way into the seeing society, often in opposition to the "traditional" attitudes of those supposed to be working for them. In the United States this process of integration moved faster than in the more tradition-bound European society or in those parts of the world which were entirely under European influence. Toward the end of the 19th Century and at the beginning of the 20th many blind adults had assumed their rightful place in society and it was natural that they began to think about the possibility of providing education for blind children within the local public school systems. While some European countries experimented temporarily with the placement of individual blind pupils in public schools (primarily in Scotland), pragmatistic American education developed the so-called "braille class" for blind children in the public schools. The first one opened in 1900 in Chicago and it is significant that its inception was due largely to the efforts of three men, two of whom were blind, Mr. John B. Curtis and Mr. Edward J. Nolan. The third man who was responsible for the Chicago braille class was the Superintendent of the Illinois School for the Blind, Mr. Frank H. Hall, the same Hall who supported braille against the New York Type and invented the first mechanical braille writer and the first braille stereotyping machine in 1900. It would be tempting to go further into the part which blind people themselves played in originating braille classes in various communities but that would go beyond the scope of my talk.

Residential Schools

At this point I want to go back to the influences which led to the establishment of braille classes in public schools for the purpose of tracing their effect on the residential schools. As I see it there are mainly three factors at play: (1) The increasing integration of the blind into society; (2) The American high regard for public-school education; (3) The recognition of the importance of the family life for the individual child.

I shall now discuss the changes in the residential schools as they reflect these tendencies. But let me say first that not all schools reacted in an equally responsive way to these forces. Some are still on the more traditional side with policies dating back to older days of segregation. Others are more progressive—and I consider this a *good* word, not one to shy away from—and more responsive to positive social changes.

Trend Toward Integration

No residential school can overlook the fact that children must be brought up to take as adults their rightful place in society with the privileges and responsibilities of all citizens. Some schools believe they can do this best by retaining their pupils completely in an environment which prepares them for their future life but does not expose them to it. Many schools, however, seek every opportunity to give their pupils experiences which they would have were they growing up in their communities. They seek every opportunity to take their children out to be together with others or to bring other children into the school. Church and Sunday School attendance, scouting, competitive and other sport activities, and social affairs can be arranged to bring seeing and blind children together. In all these efforts it must be kept in mind that having blind children and seeing children together by itself is not necessarily desirable. The value of this coeducation depends on the emotional results which it has. Some children will derive greater feelings of security in the accepting environment of a residential school and will need the development of these feelings before they are ready to join seeing children successfully. Others have been brought up in a home environment which succeeded in giving them security and can therefore readily join a group of seeing children for kindergarten or school experiences.

An increasing number of residential schools recognize that it is their responsibility not only to prepare children for integration with the seeing but also to assist them in their first experiences in such an integration. For this reason they arrange to have their senior high school pupils attend regular public schools while they still live at the residential school. Some schools have only selected students go to the public schools, others send only their twelfth graders; the California School for the Blind has all three senior high school grade pupils attend public

high school with seeing students. In order to make this experience a really constructive and positive one, the students must be supervised and assisted by tutoring, reading, and guidance. If their number is sufficiently large a special staff member should carry responsibility for them. I might mention here that the State of California has been pioneering in this field. Our beloved Dr. Newell Perry attended public high school in Berkeley from 1890 to 1892 when he entered the University of California. After him the school continued to send on an individual basis highly promising students to the local public schools and in 1923, this procedure became an organized part of the school's program.

The residential school must be continuously aware of its responsibility to educate its pupils for life and life of the blind today is in the community of the seeing.

Public School Influence

Perhaps nowhere else but in the United States has the public school system assumed such a universal role as the fundamental instrument of education. The parochial and private schools which we have follow to a large extent the same basic course of study which the public schools teach. This principle was by no means always the accepted one in residential schools for the blind. W. H. Wilkinson, the Superintendent of the California School for the Deaf and Blind protested at the meeting of the American Association of Instructors of the Blind in 1872 against a resolution which was introduced recommending that schools for the blind "should be conducted as nearly as possible according to the manner and methods of seeing schools." There were many others who shared his point of view. On the other hand, Samuel Gridley Howe, the first Director of Perkins Institution, was from the beginning one of the strongest advocates of public school education for the blind. At present practically all schools for the blind follow essentially the same course of study which is taught in the public schools. Some subjects resisted adoption by schools for the blind longer, as for instance Chemistry and Physics while others were accepted in schools for the blind before public schools included them in their curriculum, as for instance Typewriting. It goes without saying that while the course of study is the same in residential schools and in public schools, the methods used in teaching are different and must be adapted to the needs of blind children. The identity in the course of studies makes it possible to transfer students from the residential school to public schools and this is an advantage which is quite important for some residential schools in their present program. It will become still more important during the next few years when many residential schools will cooperate with the public schools in order to provide education for the large number of blind pupils due to the retrolental fibroplasia "inflation." It should be mentioned that most residential schools for the blind are now administratively placed in State Departments of Education which makes them actually a part of the public school system. This was not always the case. For a long time residential schools were under the administration of a variety of other State departments than those of education. For instance, under Boards of Institutions, under Boards of Control, under Special Boards of Directors, under Social Welfare Departments, etc., but the trend is now definitely to place residential schools for the blind in Departments of Education thus making them parts of the public school system of their States.

Importance of Family Life

The vital role of family life has always been recognized in a rather general way. The more specific values of family living for the individual have been brought to attention only in the more immediate past and present. This is particularly true for the role which maternal relationship plays in the life of the young child. Comparatively recent research dealing with severely disturbed children has revealed the importance of "maternal deprivation" as the causative factor. Children who are unwanted, unloved and rejected are severely damaged in their ego development. This is particularly true for the younger age groups. Children from three to five years are considered less vulnerable with vulnerability diminishing even more after that age. A number of factors are said to be important in determining vulnerability even in older children. Among them are: length of separation, preparation of the child for the separa-

tion, loving and understanding provided by those who are in charge of the child.

Under the influence of these findings and their public acceptance residential schools have broken away from the attitude widely held in the past that "parents are the worst enemy of their blind child." They now stress close cooperation with the parents and make every effort to assist those parents who do not appear to have desirable attitudes toward their blind child. Services for preschool blind children which concentrate upon helping parents to provide for their child a loving and accepting family environment are of basic importance in this respect. Most schools for the blind show this changed attitude toward parents by their desire to have children spend as much of their time as possible with their family, either by accepting them as day pupils or by having them spend as many weekends as possible with their families. They also have parent organizations and stress friendly and helpful parent-school relationship. I am sure there is still much that can be done in this particular field but there is no doubt that at present schools tend to work together with parents rather than without or against them as they did in the past. The problem of cooperation between the home and the school is of course not confined to residential schools, it is also one which public schools have to face and, it can be said without contradiction, still to solve.

I hope I have succeeded in showing to you that the same forces which led to the establishment of classes for blind children in public schools have also affected the residential schools and that they have been responsive to them.

Public School Classes

Now to the classes for blind children in public schools. The outstanding characteristic of public school provisions is their growth, particularly during the past few years. Secondly, the factors which gave initially impetus to the growth of these classes are of course still at work and we will see how they have influenced the development of this medium of educating blind children. Thirdly, as public school classes grew, it became necessary to give them the legal foundations which would provide support for them as a part of regular public school facilities.

Growth

After a period of initial growth the number of public school classes and the number of children attending them reached a plateau which lasted until about 1948. During the years preceding 1948 about 500 to 600 pupils or less than 10% of all blind children in the United States attended public school classes which were then available in about 20 to 25 communities. From 1949 on—the year when the first retrolental fibroplasia cases reached school age—the total number of blind children in the United States began to increase but public school classes and their population have grown much faster than residential schools.

The total blind school population increased from 1949 to 1956 from 5,670 to 7,871, or by 2,201 pupils, that is by 39%. The residential school population rose during this period from 5,014 to 5,955, or by 941 pupils, that is 19%. The public school population increased from 656 to 1,916 pupils or by 1,260 pupils, that is by 192%, thus almost tripling its population. While in 1949 less than 12% of all blind children attended public school classes, in 1956 about 25% do so. The number of communities in which such classes are available has risen from 26 to 73 in these last seven years.

From statistics available it appears that the peak years of birth of children with retrolental fibroplasia were from 1951 to 1953. From 1954 on their number decreased due to the control of oxygen supplied to prematurely born babies after it was found that high condensation of oxygen in the incubators was the main cause of retrolental fibroplasia. In 1955 and particularly in 1956 we have found so far only sporadic cases of this disease which at its peak caused up to 80% of all blindness in preschool children. It can, therefore, safely be predicted that the next four years will see a continued growth of the blind school population and therefore of the public school classes for blind children.

From 1957 to 1960 the children born during the peak years of retrolental fibroplasia

will become of school age and by 1961 the wave of retrolental fibroplasia children will have been largely absorbed by educational facilities. By 1972, this wave should have passed through the residential and public school facilities. It can also be foreseen that from about 1963 on there should be more students graduated than admitted to educational facilities for the blind or, in other words, that the output should become greater than the intake.

There are two other factors besides retrolental fibroplasia which will undoubtedly show their influences: the population increases in the United States in general, and in some states in particular, which will tend to increase proportionately the number of blind children; and medical progress, particularly the use of antibiotics, which contributes toward a reduction of the incidence of blindness among children. In general it can be said that after a few years of increase in the school age population of blind children, there should come a marked decrease most likely to numbers comparable to those which prevailed for years before the retrolental fibroplasia era. It appears that the public school classes are more markedly affected by this trend and it stands to reason that they will also be more affected by the expected recession.

Further Integration

The philosophy of integration which stood at the cradle of the public school classes shows its continuing influence in the type of services provided for blind children in public schools. The early classes for blind children were called "Braille Classes" and were either segregated classes or classes in which the blind children were enrolled and where they stayed for most of their time. They went out to regular classes only for certain hours in order to take part in those subjects which they could easily follow with their seeing fellow students. Gradually the accent shifted. Instead of the more segregated facilities which stressed the braille class as the home base and mainstay of the blind child, resource teachers are now available in most public schools. The blind child is placed in the regular class room and turns to the resource teacher for any special help he needs and so does his regular classroom teacher. In some cases, itinerant teachers are available who visit the classroom in which a blind child is placed. They assist the pupil and his teacher with advice and equipment which might be helpful in the given situation. These arrangements put the blind child right into the regular classroom and either take him out of it for special services rendered by the resource teacher or leave him in it altogether if an itinerant teacher is provided.

I am inclined to believe that the itinerant teacher program has its place largely for older pupils in junior and senior high school. The elementary pupil has educational needs of a special nature which cannot be satisfied by the services of an itinerant teacher without taking too much of an unnecessary risk in regard to a sound foundation for his educational progress. No doubt that an individual pupil who is gifted and independent can get along with itinerant teacher services. As a matter of fact, such pupils have always been found getting along well even without any specialized teacher except perhaps for the teaching of braille reading and writing. But as a program I feel the intinerant teacher service does not offer enough support for the young blind child.

While integration is a desirable goal it should be recognized that some blind children may not be ready for it due to either environmental or indigenous factors. Efforts to integrate them put pressures on them which are not conducive to good mental health. For these children placement in a residential school is preferable provided they can gain there feelings of security and self-confidence which will give them a better chance to make later use of opportunities for integration.

Cooperation with the parents is essential if public school classes are to provide real social integration for the blind child. The blind youngster who attends a public school class and goes for his recreational activities to an agency for the blind or to a summer camp for blind children is certainly not integrating socially in spite of all efforts his teachers may make. Therefore the philosophy of integration must be carried into the home of the blind child in order to become really effective.

Legal Provisions

During the early years of the public school movement provisions were made on an individual basis and as needs became apparent. With the growth of the public school classes it became necessary to meet the needs by legislation and to provide organized services in order to remove obstacles for the further expansion of public school education for blind children. There are mainly four areas in which provisions of a legislative or administrative nature were made.

First, in many State Departments of Education bureaus or departments of special education were established. These departments at first served in the interest of all handicapped children, but often only with one Director of Special Education trying to meet the diverse needs of all groups. Later the larger states established enough positions to have specialists in the various branches of special education serve on the state level. The same trend can be observed in large city school systems.

Second, providing special educational facilities for handicapped children causes excess expenditures on the part of the local community, which would tend to deny such children the opportunity for local school attendance. Many states decided therefore to reimburse the school districts for the excess cost of providing special facilities on a per capita basis. In California for instance this excess cost is $400 for every unit of average attendance.

Third, while non-handicapped children can attend the public school in their neighborhood, handicapped children usually need to be transported to school from a larger area than the local school district. A class for blind children may for instance take in all blind children who live within an hour's bus ride. This transportation by itself often consumed the alloted excess cost and it was therefore necessary to make special provisions for coverage of the expenses for transportation. In California for instance, up to $350 per unit of average daily attendance can be paid for the cost of transporting blind pupils to and from school.

Fourth, blind children in public schools need textbooks in braille and the American Printing House for the Blind assigned quotas to the public school classes according to their number of students. There are however many textbooks which are not available in braille and therefore blind pupils must rely upon seeing people to read the texts to them. This need is particularly urgent on the junior and senior high school level. Many states have more or less long standing arrangements to pay for readers for blind college students. Some states are now providing similar assistance to blind students in public schools. In California for instance, up to $400 can be paid to the public schools when a reader has actually been provided to assist a blind pupil with his studies.

Not all states have all these provisions and some of them have none. But the trend is in the direction of establishing legally those conditions which will encourage public school districts to provide education for exceptional children.

There are two questions which I will discuss shortly before concluding this presentation. One is the often asked question, "Which kind of facility is better—the residential school or the public school class?" I cannot share the point of view expressed by some superintendents of residential schools that theirs is the one best method of "giving the blind child the fullest possible education and care." If we ask which facility is better we must consider better for whom and also what is the quality of the individual facility. I cannot here go into a discussion of this problem except to say that the individual facility, be it residential school or public school class should be evaluated and that the individual child should be considered. Both residential schools and public school classes have inherent advantages and disadvantages which must be weighed and considered for each child individually.

This leads us to the second problem, "Who can determine the best facility for each child?" I do not think that this is a decision which can be reached by any interview or even by any evaluative conference of people who are not thoroughly familiar with the child and his developmental history and his environmental status. Whenever services for preschool blind children are available the visiting teacher is perhaps the person most familiar with the child and best prepared to assist the parents in making their decision.

If such services are not available placement either in the residential school or the public school class should be considered as provisional until the teacher has decided whether the child is placed to his best advantage. If not, referrals from one facility to the other should be arranged and I am confident that both sides will disregard any selfish or proprietory tendencies in the interest of the blind child and his family. The willingness to do this depends of course upon the mutual respect which residential school people and public school people must have for each others work and desire to serve a common cause. I would like to end my discussion with an appeal for this kind of cooperative spirit. Not only is it essential for meeting the needs of our blind children, but it will also go toward raising the dignity of our profession.

THE DISCIPLINE OF HOME TEACHING

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It has long been established by at least a small proportion of governmental and civic minded persons, that specialized services to blind persons are important and necessary. It is the object of this convention to examine in some sense the justifications, concepts, content and results of some of those specialized services.

Home teaching to persons who are blind is historically one of these specialized services and is, on a broader scale than originally conceived, in practical, general use today. The purpose of this paper is to give some indication of its present status and possible future development. I should like to limit the discussion, however, to three main topics: its present condition and use, its future possibilities, and the spirit of service inherent in it.

Home teaching began with a humanitarian, religious motif; and though we have broadened this motif assistance in the total rehabilitation of a blind person coping with a seeing world, the discipline, if it is to continue to grow in effectiveness in meeting the needs of visually handicapped individuals, must not lose in the process of its growth the quality, warmth and spirit of that original motif. Otherwise, we shall have scientific, cold, laboratory technicians performing in the homes of blind persons, instead of human beings trained and rich in experience to do so using that training and experience to help blind persons see again whether they have physical sight or not, and to participate again in the rewarding experience of living and working.

In our modern practice we hope we have exchanged sympathy for understanding, and amusement for creative, practical undertakings in our service to visually handicapped people. Whether we have or not depends not upon what we say, but upon the observable difference being made in the lives of blind persons. The home teacher is a sharer of experience, an imparter of skills, a guide to goals, and an inspiration for achievement. Take away one of these, and whatever else you have, it is not home teaching. How did we get this way and where are we going with it?

Home teaching began in this country in 1882 when Dr. William Moon and John Rhodes established in Philadelphia the Pennsylvania Home Teaching Society in order that the adult blind might read the Bible and other religious literature, receiving therefrom spiritual light and guidance. Soon after, other teaching to adults was given on a volunteer basis by graduates from Perkins Institution.

Connecticut, in 1893, was the first state to offer home teaching to blind persons as a public service program; and during the next fifty years other agencies, public and voluntary, set up similar services. As programs for home teaching grew up, with emphasis upon the teaching of reading systems like Braille and Moon type along with instruction in handcrafts, stress was being laid upon the use of blind persons as teachers since they had both experience and personal example to offer in serving newly blinded adults.

Training home teachers to render these services was formally begun in 1921 at Columbia University. This was followed by other courses stimulated by the leadership of the American Foundation for the Blind. In 1924 Mr. O. E. Burritt of the Pennsylvania Institution for the Instruction of the Blind set up an intensive course for the training of home teachers cooperated in by the Pennsylvania State Council for the Blind, the Philadelphia County Department of Public Assistance and the University of Pennsylvania.

Since that time the American Foundation for the Blind and the American Association of Workers for the Blind spent much time and effort in developing special training institutes on work for the blind at Cleveland and Ypsilanti, opening the doors of universities' schools of social work to blind students and aiding them with special scholarships to prepare them for important work in this field. In the meantime, some states set up their own programs for in-service training for teachers.

In 1938 the American Foundation called a conference of specialists in the field to work out the philosophy and principles of home teaching, which was followed soon after by a committee on professional standards set to work by the American Association of Workers for the Blind, to which was soon added another committee on certification of home teachers. These committees began to spell out the requirements for home teachers including college work in education, casework, eye conditions and causes of blindness, special skills, and devices for the blind, as well as handicrafts to be taught in the home of the blind person.

A number of states have set up these standards as requirements for the job of home teaching. Much significant work, therefore, has been done in broadening the philosophy, training and content of the field service called home teaching; but there is still much road to travel, particularly because of the impact and broadening effect of rehabilitation services set up by the Federal Office and the various states.

Just what is, then, the present status of home teaching and service to the blind? Does it do all the things we say it does? Can it be still further improved? Are the goals we set up for it still valid in 1956? I do not propose to give a complete answer to these questions, but only to set up indicators based on information received in connection with a cursory survey made of a number of agencies in this country and Canada. Much of the information following is a condensation, with some interpretations, of the 60 agencies having home teachers who replied to our questionnaire.

Those persons giving us information were most cooperative, helpful, and thoughtful in their comments. Any critical comments we may make concerning the present status of home teaching carry no reflection on the quality or character of services currently being rendered by any agency. We realistically recognize two important facts in all situations: (1) The persons charged with the responsibility of administering particular services, public or private, nearly always have ideals and goals they are striving to achieve much beyond the practical limitations they must overcome, not the least of which are public acceptance, budget allocations, and similar factors. (2) All who answered the questionnaire wanted to improve their services regardless of their present quality. This paper would have had no meaning without their splendid cooperation.

We were interested in knowing whether there was general agreement on the generic name of home teacher. Forty-seven of our 60 replies called their staff members in this area by that name. Here are some of the variations: home teacher and group worker, counselor home teacher, home teacher and orientation officer, visiting teacher of the blind, field worker, orientation instructor, home visitor, home therapist counselor and caseworker. The agencies using these names, however, indicated that the basic content of the job performed was that of home teaching. It is interesting to note also that some of these names indicate important possible changes in function.

The total number of home teachers employed by the 60 agencies is 241 persons—64 men and 177 women. It may be noted that though the masculine gender is far outnumbered, the historical feminine monopoly has been pierced.

We asked for a definition of home teaching. We list some of the responses with what

we hope is elucidatory comment. A home teacher is:

1. One who goes to homes and hospitals to teach the blind—here is the general, undifferentiated concept.

2. A combination caseworker and occupational therapist capable of helping people occupy their time through Braille, typing, handicrafts, etc.—the stress here is largely on pastime activities.

3. A person, usually blind, whose function is instruction in orientation to the home and in the comfortable performance of normal activities in spite of blindness—note the stress on homemaking and everyday living activities.

4. One who brings services of an agency into a client's home, teaches arts and crafts, counsels, teaches Braille, typing, cane travel, and any other subject in which the client desires instruction at home—here are brought into focus the important functions of counseling and cane travel. The client may have instruction in any subject he wishes—we hope the teacher can comply with this request.

5. One who teaches a homebound handicapped person to meet the problems of everyday living which arise because of the handicap—this definition implies the eventual extension of the home teacher's technique to variously handicapped persons.

6. A composite of personal counselor, crafts teacher, caseworker and statistician—note the realistic approach of the author of this definition.

7. A person whose job it is to offer rehabilitative services to blind people in a home setting, and to assist relatives of the blind client to understand his problems. We expect our home teachers to do community interpretation also—the emphasis upon working with the client's relatives is important here, and the function of interpreting to the community.

8. A well adjusted, well trained blind person who is equipped to offer the services to blind adults. The home teacher should have the qualities of desire to serve and the ability to create an incentive for participation in normal living—here we wish to note the emphasis placed on the use of well adjusted, well trained blind persons and the desire to serve.

9. A person who is familiar with all phases of work for the blind and able to teach all crafts which are applicable to a blind person's use; a person who can cope with social problems which do not directly concern instruction—though there is justice in all of the implications of this statement, it is dangerously close to the jack-of-all-trades concept.

10. A visiting teacher-social worker whose purpose is to contact adult blind persons in their homes, to give counseling and teaching services designed to bring about adjustment to blindness, begin the process of rehabilitation, and serve as part of a rehabilitation team which includes the rehabilitation counselor, the adjustment training center staff, if there is one, and aid-to-the-blind caseworker—too much stress cannot be laid upon the need for coordinated services offered to each blind client, of which the home teacher's services are an important part, often the first step in a total rehabilitation program.

"What are your home teachers required to do?" we asked our agencies. This is a composite of what we got: Home teachers are required to make county surveys; find cases; keep a register of blind persons in their districts; give talks and demonstrations to the public; do general community interpretation of services; coordinate community resources and agencies; secure and interpret eye and other medical information; aid in prevention of blindness programs; work with hospitals and ophthalmologists; make referrals of cases for blind assistance, rehabilitation, and other services; investigate eligibility for, determine and make grants of blind assistance to clients; bring library services to Braille and Talking Book readers; attend scheduled meetings of blind organizations; give instruction in first-aid and health care; arrange for and deliver Talking Book Machines and radios; give instruction in crafts of almost infinite variety; teach all forms of embossed reading and writing; instruct in typewriting, script writing, spelling, English, and general educational subjects; teach any additional subjects requested by pupils; give assistance in homemaking techniques, home mechanics, personal grooming, and other everyday living activities; give instruction in travel techniques; provide pre-vocational training; develop, instruct in and supervise

home industries, craft and industrial; assist pupils in selling merchandise; collect chairs for reseating; supervise hobby craft groups; plan for cooking classes; provide casework and counseling, personal, family, and vocational; teach games and recreation activities; teach Braille music and piano playing; make available and teach the operation of special devices for blind persons; give general rehabilitation services; work with parents of pre-school blind children; train blind babies; provide friendly visiting service; help with correspondence courses; dictate records and maintain own Braille records. Is there a person outside of heaven who can do all of this?

We attempted to arrive at some idea of the teachers' average caseload, but our replies from 60 agencies varied so widely that the average arrived at had little significance. The variations we think are due somewhat to different interpretations of the term "caseload". For what it may be worth, the caseloads varied from 10 to 850, the average of all being 110, while the median is 70.

Replies received regarding qualifications for employment point toward a reasonably bright future for the discipline of home teaching, since 52 of the 60 agencies reported employment qualifications requiring special training, either in-service training courses given by the agency or the special courses given at the Overbrook School for the Blind or the Institute sponsored by the American Foundation for the Blind, while 27 required at least a bachelor's degree or equivalent. A brief analysis shows that 3 require less than a college degree; 17 do not require a college degree, but do insist on special training of the kind mentioned above; 10 agencies have the minimum requirement of a college degree; 14 require a college degree with special training courses; 1 requires graduate training of one year; 1 requires a year of graduate training plus a special training course; and 1 requires two years of graduate training; 8 require at least AAWB certification indicating special training of a high order; and 6 others require AAWB certification in addition to other requirements. Five agencies did not specify the kind of training required.

In view of the breakdown on job qualifications, it is interesting to see the actual training possessed by 241 job incumbents in the 60 agencies. Forty-seven of these have no college training; 42 have some college training, but not enough for a degree; 58 have bachelor's degrees or the equivalent; and 69 have graduate training. For 25 teachers no training status was indicated. In other words, more than half of the teachers reported had at least bachelor's degrees. It was not clear from the results exactly how many in this group had AAWB certificates; but when we remember that 199 teachers were reported at the 1955 convention possessing training certificates, the outlook is quite hopeful. Since more and more colleges and universities are including in their teacher training courses some aspects of work with handicapped persons, we can look forward to better trained personnel in the future, in this area at least. However, persons wishing to enter the field would be more adequately prepared, and other persons who might be interested in the field would have this interest stimulated and developed by current information about it if we could get special courses, or at least parts of courses, in professional schools to deal with the philosophy and content of rehabilitation and work with the blind. There are enough qualified persons in our agencies to assist with these if the colleges could be persuaded to use them. This is a job the American Foundation for the Blind, the Federal Office of Vocational Rehabilitation and the American Association of Workers for the Blind could do jointly.

Because it has been a more or less generally accepted assumption that visually handicapped home teachers would have a plus to offer their clients in common experience, rapport, and personal example to add to their interest and training in dealing with blind persons, we were interested in the visual status of our 241 teachers. Using the degree of vision range from zero to 20/200 as blind, the 20/200 to 20/70 as partially seeing, and above that point as seeing persons, our group breaks down as follows: blind 204; partially seeing 16; and seeing persons 16; with 5 persons for whom no visual status was indicated. More than five-sixths of the teachers in our group are blind.

Since we have looked at the work content and the training qualifications of our home teachers, it would be of considerable interest to take a quick glance at the salary situation.

This is in a way a touchy subject to deal with in a cursory survey, but our results may give us some indication of the present state of affairs, though we claim for it no final accuracy. Fifty-five of our 60 agencies reported salary ranges for their teachers. To simplify our picture, we took the top of the salary range in each case so as to rule out the effect of intangible variations. Therefore, the highest salary paid to home teachers in 4 of our agencies was from $150 to $199 per month; 9 agencies were in the range from $200 to $249; 15 agencies paid from $250 to $299; 16 others from $300 to $349; 7 from $350 to $399; and only 4 from $400 to $435. It should be noted that though the average is $290 per month, that the highest salary paid by 44 of the 55 agencies was less than $350 per month for professional and technical skills of high order. Could this be one reason we are not getting the best service we would like?

We thought it important to get some idea of how our home teachers fit into the agency pattern of services to the blind, so we asked them what we thought were relevant questions: Does the home teacher make the first contact with the blind person? If not, what other staff member does? What is the relationship between them?

Twenty-seven agencies said the home teacher made the first contact; 33 said some other staff member does. These other staff members included: executive director, casework supervisor, medical social worker, nurse, field consultant, rehabilitation counselor, caseworker, intake worker, aid to the blind worker, and other variations.

Relationships between the staff member making the first contact and the home teacher produced little tangible information, since apparently the words were interpreted differently in various instances. Five agencies indicated the staff person making the first contact was the supervisor of the home teacher. Other relationships indicated were: case finding, referral, cooperative, and only eight indicated that they were both members of a rehabilitation team.

More than half of the agencies either gave no reply to this question or indicated a relationship that was not clear-cut.

It is our considered opinion that if the home teacher is not to make the first contact with a blind person to be served, the staff member who does and the home teacher should be members of a closely coordinated rehabilitation team. There are some real values in a properly trained well oriented home teacher making the first contact and actively participating in the rehabilitation plan for that person.

We tried to get some opinion as to the relative importance placed on what many of us have considered the double role of the home teacher—of teacher and social worker. Thirty-seven agencies considered him primarily a teacher; 17, primarily a social worker; and 6 considered the roles equally important. While it is difficult to separate these functions in practice, we have to consider their relative importance in terms of the training needed and its acquisition. A teacher's certificate is the safest way to assure ourselves that we have a knowledge of educational methods. Social work or rehabilitation training added to this should give us the preparation needed. If we classify our home teachers as social workers we will get much counseling and little teaching of skills. On the other hand, some counseling should be a part of every good teacher's job. If we think of changing the name of the home teacher to make it more descriptive of the function performed, we might suggest for consideration "teaching counselors," but stressing the need for teacher training.

We were interested further in knowing how the home teacher fitted into the pattern of rehabilitation services, so we asked the question: "What is the relation between your home teaching and your rehabilitation services?" Fourteen agencies reported that both were members of a rehabilitation team; 20 indicated only a referral service from one to the other; 9 indicated that services were being given by both at the same time, but not indicating a teamwork relationship; 2 indicated no relationship at all; and in 15 instances the relationship was not defined. Unless we are to limit our home teaching services to non-rehabilitatable clients we are ignoring the service of a valuable rehabilitation aid if we do not include the home teacher in our rehabilitation team.

In response to our request for comments on the future outlook for home teaching, we received some interesting and valuable sug-

gestions. The following include some of these which we have admittedly modified in some cases to fit them into a total concept of the profession and function of the home teacher:

1. A clear-cut definition of the function of a home teacher is needed, and a general community acceptance of the status and function of the home teacher. The home teacher has now graduated from the pioneer class and should be the equal at least, in professional status, and work requirements, of other teachers and social workers.

2. Teachers should be qualified as public school teachers and certificated in the same way; and the casework or counseling function should not be just incidental to the teaching but should be implemented by the training and recognition it needs.

3. Reading Braille and knitting a scarf are not enough. Practical skills and academic training are needed for the home teacher to do her job well.

4. The crafts used should be simple projects easily taught and learned, having some market value, some therapy value, and some importance as aptitude indicators pointing toward ultimate rehabilitation.

5. More attention should be given to services to older people and providing the home teacher who is to serve them with relevant information regarding advances in geriatrics.

6. Blind home teachers should not teach foot travel except where the client cannot attend a rehabilitation center.

7. It was suggested that there should be one home teacher for every 400 blind persons. We are inclined to think that we should aim toward securing one for every 500.

8. The home teacher is the best contact for homebound blind persons, but her function should not be limited to this, and the conduct of a home industries program is a business function and should not be confused with that of the service of the home teacher.

9. It has been suggested that the intake function be taken away from the home teacher and given to a social worker, allowing the teacher to concentrate on instruction. This would divorce teaching and casework and would lose the real value of the home teacher as the advance agent of a total service program. It would be better to increase the number of teachers, concentrate their skills, limit their case loads, and use them to make the preliminary rehabilitation plan.

10. The teacher's service could include preparing clients for the rehabiliation center, making family contacts while the client is at the center, give other than rehabilitation follow-up service when he leaves, and serving directly those who cannot attend a center.

11. More attention should be given to services to multiple handicapped persons.

Home teaching is the unique contribution of services to blind persons to the general professional set of disciplines. The home teacher is a teacher of the skills needed by blind persons to function in a seeing world. He is a counselor, personal and professional, needed by blind persons to give information and assistance in developing attitudes to cope with that seeing world. He helps the community to understand its blind persons, teaches it how to assist them and to use them as responsible, contributing citizens. Its three main functions, therefore, are teaching, social rehabilitation, and public relations. The teacher, then, is a necessary part of a rehabilitation team and is the advance agent of the agency for the blind and its services. The visually handicapped person who has a demonstrated interest in other visually handicapped persons, who is trained as a teacher and rehabilitation worker who speaks and writes well, who has ordinary handcraft skills, who has a spirit and willingness to serve, has the basic qualifications needed to do this important job. Let us stop trying to cover the waterfront with the home teacher and then condemning him for not having reached the professional level which our jack-of-all-trades concept has made impossible. He is a teaching counselor, not a mechanic, carpenter, seamstress, cook, cosmetician and heaven knows what else. Let him teach the skills needed by people who are blind to "see"—Braille, the use of talking books, typewriting, simple crafts, and take responsibility for filling his everyday living needs. If more skill is needed than these, let him use community volunteers or let the agency develop funds to pay for skilled services needed. If homemaking skills are needed by the blind housewife let her get these in a rehabilitation center; and, if this is not possible, let the agency pay a community

person with these skills to work under the direction of the home teacher. If the service of a skilled craftsman is needed let the home teacher be free to locate the service and make it available to the client through the rehabilitation counselor. The same approach can be applied to teaching academic subjects, or obtaining highly skilled casework services. If we limit the home teacher to these tasks, insist on their being performed and pay salaries consistent with the responsibilities and the techniques we are asking, the home teacher will be able to compete with other disciplines similar to his and be a real asset to the agency.

But our brief survey would not be complete without reference to that intangible quality known as the spirit of service which comes only from a sincere humanitarian desire to work with and serve other human beings in a natural, direct, give-and-take, though professional human relationship. Here is my attempt to describe it with the slight variations deemed necessary for the form in which it is expressed.

THE HOME TEACHER

What is beauty? Few can tell:
A masterpiece of Raphael;
The fleeting redness of a rose;
Brief, fragile charm the orchid knows;
Warm sunset scenes; cool morning's dawn;
Bold spring's rich green; the frisking fawn;
Valleys edged with snow-tipped hills;
Doorways that the moonlight fills;
Gayly spangled butterflies;
Love showing in a maiden's eyes;
Colors dancing everywhere
With shadows, clouds, and blue-dressed air;
The span of vision has no end
For eyes that see and comprehend—
"But what are these," he cried, "to me?
For I am blind and cannot see.
My eyes were filled for forty years
With pretty colors—now only tears
Of bitterness and dark despair
Attend me through the grey night air,
While I long for death's embrace
To take me to a brighter place;
The hands that used to guide a train
Along smooth rails in sun and rain,
As trees and mountains rushed me by
Are fit now, but to pray to die!"
And then came one whose soul was full
Of wisdom and a spirit to lull
The piteous cries that grief aroused
Grim darkness nurtured, fed, and housed.
His eyes, through which no day could creep,
Were as those wakened from a sleep
Of noble rest and quiet dreams.
"You need not grieve," he said. "It seems
That some must learn to see through ears,
Nose, tongue and fingers—Now no more tears!
There's much to do and we must work
To teach your senses not to shirk
Their job of helping you to know
God's endless beauty here below.
The world's not made for sight alone;
It's full of things you've hardly known—
Of sounds and smells, of tastes and touch,
Great minds and spirits—Why you've got so much
You should not need to trade with kings
For all the wealth their power brings.
Come, let me take you by the hand,
And we'll explore this wonderland."

They sauntered over quiet streets,
Passed walks and alleys, buildings, fleets
Of fire-hydrants, poles, parked cars,
Rough stones and places traffic mars.
They drove out fear and faith walked in;
Then, he was free to move and win,
Through heart and hand, through mind and limb,
The place that God had meant for him.
They tasted cherries from the bough
And smelled the clover in the mow;
They heard the water's wanton rush
And felt the fall leaves' crackling crush.
Instructed fingers found a need
For the magic of Braille, and he could read
The story of the world, and then,
Beauty came to life again.
Through work with handcrafts, tools, machines,
And unfaltering footsteps, scenes
H thought forever dead returned
With such force his senses yearned
To drink them in with a craving thirst
That threatened brain to bulge and burst.
The lessons done, the student piled
The teacher with praises, but he only smiled,
And went his way to others who
Needed him to teach them too.

But he left soft songs of the sea;
A tangy taste like Chinese tea;
New thoughts of God; a mystic mood;
Old, searching scents of sandalwood;
Drowsy buzzings of summer bees;
Breathing sounds of wind in the trees;
Music from the robin's call;
Strange touch of jade; sad-smelling fall;
Night sounds like voices in the moon;
The brooding cool of shade at noon;
Faint rustlings of a woman's dress;
The feel of hope and happiness.

THE SPECIALIZED WORKSHOP FOR THE BLIND

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National Industries for the Blind, New York, N. Y.

When I was first requested to present this paper one of your officers told me that the title was going to be "Why the need for a specialized workshop for the blind." Some time later another one of your officers told me that the purpose of the paper was to acquaint the membership with the activities of National Industries for the Blind, and now I see that it is printed in the program as "History and Development of Specialized Workshops for the Blind." Thus the paper will be a conglomeration of all three. I estimate that it would only take two hours to cover each subject, so if you have the time for the next six hours you may get some information.

In looking at some old records and some information received from Mr. Waterhouse at the Perkins School for the Blind, I find that they opened the first workshop in the United States in 1842. Dr. Howe, who started Perkins, after he had demonstrated to the public that blind children could learn certain handcrafts, also the academic subjects usually taught, set out to find people who would be willing to employ them when they reached an employable age, and here he ran into difficulties. For this reason he thought that if he had a demonstration shop for older men and women who could be trained and demonstrate their abilities in producing salable articles, that employers would give them jobs.

Eventually the shop was moved away from the school and became what was known then as a sheltered workshop, and the chief occupation was mattress making.

During the intervening years the State of Massachusetts opened several workshops and in 1952 Perkins thought there was no further need for them to operate their shop. When they closed down, twenty people lost their jobs and a few of these were over 60 years of age. Most of them went on pension. All of those below that age were absorbed into the State workshops or into private industry. Mr. Waterhouse says that in closing they were not all ashamed of the fact that they once had a workshop and the 114 years of its existence is still a record length of time for any shop in the United States.

In 1908 the Outlook for the Blind made a survey of the workshops then in existence. 16 workshops reported and I find that the great majority of them made brooms, did weaving and chair caning. They employed 583 blind wage earners and what they termed 177 apprentices. Their total sales for the year amounted to $298,000 and the total wages paid the blind were $97,000. The average wage for the entire group comes to about $127.00 per year. There was nothing in the survey to indicate what it cost the agencies to operate these workshops, but I imagine that it was quite an expensive undertaking.

The workshops as a group have come a long way since 1908. National Industries for the Blind has been keeping statistics since 1939 of the group associated with us, which today is 57 workshops. In 1938 these workshops did a total business of about $2 million and paid the blind approximately $300,000. In that year they had 1900 blind persons.

In 1955 practically the same group of workshops employed 3,592 blind persons and paid them $4,252,000 in wages. Their total sales amounted to nearly $19 million. This certainly demonstrates that the blind can

produce salable articles, and if the workshops have the proper sales program they can be sold. This increase was not due alone to the Government business, because their private business which amounted to $2 million in 1938 increaed to $13 million in 1955, and I believe will go higher this year.

I believe that if workshops really wish to take stock and evaluate their programs that all they need do is look over their sales figures for the past twenty years and the number of blind employed, and if these have not increased in proportion to the increase made nationally, the operation should be looked over carefully.

There has been a lot of talk over the years as to whether a workshop can break even, make money, or whether it is to be subsidized, and I would say from our experience that in almost all cases it has to be subsidized, but you must have a yardstick of some kind in judging what the subsidy should be. The workshops, as a group, decided many years ago when it cost over 50¢ to pay a blind man $1.00, the situation should be looked into. If you break even that is considered wonderful and if you make money it is certainly an exceptional operation.

I could go on for a long time on the purposes and principles to govern a workshop for the blind. We published such a pamphlet years ago and for those of you who are interested we shall be glad to send you one.

On the second topic "Why the need for the specialized Workshop for the Blind," I think this can be covered very adequately by a resolution which was passed at the May meeting of the General Workshop Committee held in Cleveland, which has since been adopted by the Board of Directors of National Industries for the Blind as their policy. It reads as follows:

"National Industries for the Blind believes that those blind persons who are unable, because of advanced age, poor health, or other disabilities in addition to blindness and lack of training, to meet the requirements of fully competitive employment, but who are able to engage in limited but worthwhile employment, should be offered opportunity for employment in special workshops for the blind.

"As it has been demonstrated that the problems and needs arising from blindness are best met by the services offered in special programs for the blind, National Industries for the Blind believes, further, that blind persons should be served by such special programs and that workshops for the blind, wherever feasible, should be operated separately from regular industrial establishments or programs for the employment of persons with handicaps other than blindness in order to assure that blind persons requiring the services of special workshops will have the advantage of the special equipment, special supervision, and supportive special services essential to the success of their employment.

"Where the limited population or geographical distribution of the blind in a community makes it unfeasible to operate a special workshop for the blind, National Industries for the Blind believes that special divisions for the employment of blind persons attached to special workshops for the employment of other handicapped persons may be operated to the advantage of the blind of the community.

"In all instances, whether it be for the operation of a special workshop for the blind or the operation of a special division for the employment of the blind attached to a special workshop for other handicapped persons, National Industries for the Blind requires that at least 75% of the direct labor involved in the manufacture of the products of such a workshop or a special division should be performed by blind workers. While National Industries for the Blind does not disapprove of the employment of individual blind persons in special workshops for the employment of persons with handicaps other than blindness where blind persons can be served to advantage in this manner, National Industries for the Blind looks with disfavor upon the sale of products purported to be made by the blind, unless at least 75% of the direct labor involved in manufacturing such products is actually performed by blind workers.

"National Industries believes, too, that while persons with handicaps other than blindness should not be employed in special workshops for the blind on the basis of their need for special services and should not be

employed on jobs which can be satisfactorily performed by blind persons, preference in employment in special workshops for the blind should be given to handicapped persons who are not blind in those positions in which they can perform as satisfactorily as persons who are not handicapped."

Now as to the Whats and Whys of N.I.B. —A non-profit agency was established to provide a means of equitable distribution of Government orders among qualified agencies for the blind. Since 1939 the workshops associated with us have had an annual meeting at which their problems were discussed, and over the years they have requested National Industries for the Blind to go into many other activities such as: (1) To add new items to the Schedule of Blind-made Products, and to develop new items for their private market; (2) To develop industrial homework programs; (3) To make a study of packaging and marketing methods; (4) To provide them with information on fund raising; (5) Development of national contacts for sales and purchase of raw materials; (6) Provide a channel on a national level to disseminate informed opinions on all matters relating to workshops and industrial homework for the blind; (7) Research and experimentation in methods, processes and products offering industrial opportunity for the blind, and many more types of services.

All of this information is also contained in the folder which we will be happy to supply to anyone upon request.

Workshops for the blind are in business for only one purpose, and that is to train and employ sightless people. If they are not doing that, then they should close up. If the day should ever come in this workshop field when all of us could work ourselves out of a job, because every blind person had been placed in private industry, it would certainly be an ideal situation.

ADDRESS

MISS MARY E. SWITZER, Director

Office of Vocational Rehabilitation,
Department of Health, Education and Welfare, Washington 25, D. C.

In the several years since I have addressed this Association and discussed with you the national developments in work for the blind, and particularly our experience in the rehabilitation of the blind, momentous events in our work have taken place.

For the first time in its history our national government has decided, as a cardinal point in its health and welfare policy, to make a frontal attack on disability. This attack has a dual objective—to extend the opportunity for more productive life to those who are now dependent because they are disabled, and to prevent dependency among other disabled people by acting in their behalf in time.

I want to report to you today the progress made so far under the various laws enacted to give effect to these goals and to pose for you some of the unsolved problems which presently stand in the way of realizing these goals fully.

You will recall that there were five parts to the legislative program passed by the Congress and signed by the President two years ago this summer. First, are the comprehensive amendments to the Vocational Rehabilitation Act, which have greatly broadened the base of our public program of vocational rehabilitation—by increasing financial participation of both the Federal and State governments, by giving us new machinery for better cooperative relationships with nongovernmental agencies, by establishing a research and demonstration program, and by authorizing a training program to help meet the crucial need for more and better trained personnel.

The second legislative change was the amendment of the Randolph-Sheppard Act, which has greatly strengthened the position of the State rehabilitation agencies in securing preference for the blind in the vending stand program and widened this program to

include all Federal property, rather than buildings alone. At the same time, it was a long step forward toward insuring greater independence for the blind operators, financially and socially.

A third development was the amendment of the Employment Service Act authorizing increased appropriations to standardize, in the public employment system, the use of specially designated employment counselors to handle the placement problems of the disabled.

The fourth major legislative advance was the amendment of the Hill-Burton program for hospital construction, which set up for the first time a separate category of grants for the construction of comprehensive rehabilitation centers, including centers for the blind.

Finally, the 1954 Amendments to the Social Security Act provided for the "freeze" of benefits under the Old-Age and Survivors' Insurance system for all eligible workers in covered employment who drop out of the labor market because of disability.

This broad legislative program was enacted because of the dedication and persistence of many groups, including the American Association of Workers for the Blind. Its acceptance by the Congress, and the progress made so far under each phase of it, underlines a growing change in the attitude of Americans toward their disabled neighbors—a conviction that all our people, however they may be grouped by choice or circumstances, whether they be blind or sighted, are individuals.

This important principle is at the heart of all true rehabilitation, to be kept firmly and constantly in mind as we look behind the statistics we use so glibly—for behind these figures are living individuals whom we must serve. We know that there are about two million disabled Americans today who need rehabilitation services to become fully active and productive. We know that among them are 60,000 or more blind persons whose need for services over-shadows our best efforts so far. We know that about a quarter of a million people each year reach the point where they need and are eligible for vocational rehabilitation services.

Such statistics serve a useful purpose for all of us in national, State, and local planning and our indices of unmet need which can be broken down in many dramatic ways. But I have one simple principle against which to judge the progress we make: How effectively are we organizing our community services so as to have them available to all who need them and can profit from them? This means our public program should be rehabilitating at least 200,000 a year. Until that goal is in sight, we can rest only "fitfully"—and repose not at all.

Where are we today as a result of this new emphasis—are we making progress both in treatment and prevention? I like to test our accomplishments against Secretary Folsom's ideal for us. In an address early this year, he set forth a basic concept which describes the attitude of our Office and of the Department of Health, Education, and Welfare as we pursue our goals for the betterment of the American people: "We should not be content with programs—worthy as they are—which simply relieve human want after it has developed . . . . we must look ahead and head off problems before they become acute. *We must emphasize the services which help restore persons in need to independence and a better life.* This approach requires imagination, hard and practical thinking, and a willingness to face up to the problems."

That is the philosophy to which we are committed. Happily, it is a philosophy which we share with many responsible people throughout the country, including the President and the Congress. This intense feeling has been expressed by our national government in numerous ways, including the very practical step of providing increased appropriations to make this important work possible. As one measure of progress under the new Act, let us look briefly at the increased financial support which has followed passage of this legislation.

The Federal appropriation for grants to States has increased from $23 million in 1954 to $37 million in the present fiscal year 1957. Of this, the amount for agencies for the blind rose from $2.5 million in 1954 to over $4 million in 1957.

The States have responded to this new legislation by increasing their investment in vocational rehabilitation. In 1954, State funds amounted to $13,850,000; in 1957, the total

had risen to $21,650,000. As part of this growth, State funds for agencies for the blind increased from $1,150,000 to over $2,500,000.

Thus, between 1954 and 1957, the total Federal-State investment in rehabilitation has increased from $36,850,000 to $58,650,000. Of this, the Federal-State funds for agencies for the blind climbed from $3,500,000 to over $6,500,000.

I cannot finish this review of progress in funds without offering some comments on the place of financing in a public program. First let me point out that this very substantial gain in the financial support of this work is most encouraging—yet at the same time it serves to illustrate how far we have yet to go in reaching the disabled men and women of this country who need rehabilitation services. There is reassurance in the very comparison of this year's funds over those of two or three or four years ago—yet we are forced to compare this year's appropriation with those which the program must have in later years to achieve the goals which the President and the Congress and leaders in rehabilitation throughout the country have set for us.

As a second comment, I would like to observe that dollars alone are not an adequate measure of the success of any program of services to people. The question which we must continually keep before us is whether or not the dollars entrusted to our care are being converted into more and better services which restore a constantly growing number of disabled people to places of dignity and usefulness.

Third, let me point out that, while there ha been a substantial increase in funds for rehabilitation among many States, other States have taken little or no advantage of the opportunities under the new Act. The Congress has clearly shown its intention to provide the funds necessary to carry out Federal responsibilities under this program. It cannot, however, provide financial support or other aid except in response to the initiative and willingness of the States to expand their efforts on behalf of their blind citizens and other disabled persons who will need services.

Other important features of the new Act have occupied our attention and efforts during these two formative years. We have been devoted to those provisions which make it possible to strengthen relationships between the government agencies and the private nonprofit groups in the rehabilitation field. Through these features we have been able to focus much of our attention on cooperative projects in which community resources are mobilized for the benefit of the disabled.

One of the new grant programs—one which has triggered a number of community-wide projects—is the Expansion Grant program. This program, which terminated as of June 30, 1956, has more than lived up to its expectations in terms of aiding both voluntary and public agencies to rapidly expand their facilities and services. During the two-year period this program was in force, we made 139 Expansion Grants totalling about $1.8 million. A substantial portion of this grant program was devoted to expanding services and facilities for the rehabilitation of the blind. In fact, one out of every six expansion grants went into work for the blind.

The worth of the Expansion Grant program has reached beyond the values we can express in dollars. It provided a vehicle through which Federal, State and voluntary agencies could merge their plans and interests, and marshal the support of entire communities to obtain the facilities, equipment services, and staff they needed to expand their service programs for the blind and for other disabled men and women.

Geographically, these grants reached to 48 different jurisdictions across the country. In addition to agencies devoted to the blind, these grants also aided such fine organizations as Goodwill Industries of America, local and State Crippled Children societies, hearing and speech societies and clinics, and a long list of other service organizations dedicated to the restoration of the handicapped.

Through another grant provision—the Extension and Improvement Grant program —which primarily involves grants to State agencies, more than 120 projects have been launched. More than $1.5 million in Federal funds have gone into these projects. Here again great attention has been focused on the needs of the blind; one out of every 4 Extension and Improvement projects has been related to the rehabilitation of the

blind. It is a matter of interest to me—and I believe to you—that five of these Extension and Improvement projects are directly concerned with fostering greater public understanding of the blind and their problems. One, for example, enabled the Wisconsin Services for the Blind to develop a special color film which will give community groups, public agencies and medical societies a better understanding of how the process of rehabilitation has helped so many blind individuals put their abilities to work in useful jobs in Wisconsin—and at the same time, encourage these groups to make earlier referrals to the agency.

One of the most exciting new parts of our total program is the work in research and demonstration. This is a new feature which, for the first time, permits the Office of Vocational Rehabilitation to administer an organized program specifically designed to promote new knowledge and develop new methods of coping with disabling conditions. In making these research grants, we have the advice and guidance of a National Advisory Council on Vocational Rehabilitation. The Council is composed of national authorities in the several fields related to vocational rehabilitation, including medicine, education, labor, management, and public affairs. We are fortunate to have as a member of the Council, Mr. Peter Salmon, who represents one of the country's true statesmen in work for the blind today.

So far, Special Project grants have been made to 59 agencies, private and public, to conduct research investigations and to demonstrate advanced methods of rehabilitation, with the Federal grants totaling more than $1¾ million.

More than one-fifth of these projects relate to the blind, with about $250,000 in Federal funds devoted to these projects. This, I think, is indicative of our very real desire to seek out better methods of serving blind individuals. Three of these grants are now being used to study ways of developing greater employment opportunities for blind persons on farms. One of these, now getting underway at the Alabama Institute for the Deaf and Blind at Talladega, will seek to demonstrate the benefits of correlating services available to blind farmers through the simultaneous rehabilitations of the farmer and his farm.

Another grant—in fact, the first one made under the new Special Projects program—was awarded to the American Foundation for the Blind for a survey of professional and administrative personnel engaged in work for the blind, with a view to establishing improved standards. Through another grant, the Industrial Home for the Blind in Brooklyn, New York is evaluating its program for the deaf-blind and will use this data to prepare a manual on rehabilitation of the deaf-blind for use as a guide to other agencies and institutions elsewhere in the country.

Basic to our whole concept of developing rehabilitation in this country is the need for more trained personnel. In every professional group which makes up the rehabilitation team today, there is a shortage of properly trained staff. Congress wisely provided a comprehensive authority to deal with this phase of our needs. We have tackled the training job through several approaches. First, let me say that we have assumed our primary responsibility to be in the areas of most acute shortages and that we have a major responsibility to help staff the public rehabilitation program.

Rehabilitation counselors, therefore, have received a major share of our attention and our resources for training. Thirty-two teaching grants in rehabilitation counseling have been made to enable universities to enlarge their faculties and teaching facilities generally. In addition, 200 traineeship grants have been provided to furnish stipends for students in counseling.

For organizations serving the blind, this counselor training program is significant in planning against the staff needs of the coming years, since it will provide the basic "core" of counselor training which is so important before further specialization can be achieved. To build on this basic program of counselor training, courses are being developed now on the "plus factors" needed by counselors to equip them to work successfully with blind individuals.

At the same time, there has been an immediate need to prepare newly employed staff of agencies serving the blind. This has been partially met through orientation courses made available to all counselors and

through special short-term courses for certain counselors, particularly those having placement responsibilities and those who work with blind persons in rural areas.

I was very pleased recently when Mr. Salmon, Executive Director of the Industrial Home for the Blind, announced that all students entering their training program next fall also will have an opportunity to attend graduate courses in rehabilitation at a New York college. This is the kind of cooperative activity which we feel is particularly vital and which we are doing everything possible to encourage.

The total training program is also aimed at alleviating other serious shortages which impede the growth of rehabilitation today. Grants are being made to enlarge the supply of physical therapists and occupational therapists, physicians in rehabilitation, social workers, nurses, and other professions which are essential in the rehabilitation process.

During the fiscal year which just ended on June 30th, 99 teaching grants were made to universities and other institutions to help support the expansion of their teaching facilities in the various rehabilitation professions. These teaching grants totalled well over $750,000, with the largest single group of grants used to develop facilities for training counselors. During the same time, traineeship stipends were provided for more than 400 students pursuing advanced work in rehabilitation, with the largest share again devoted to students in counseling, of which there were 200. In addition to this degree work, a large number of training courses were conducted on a short-term basis to meet the needs of State agencies and other groups for specialized instruction. For these, 40 teaching grants were made totaling more than $100,000, with traineeship grants provided for over 1,500 short-term students at a cost of nearly $200,000.

One other major feature of the 1954 legislation deserves our attention at this point. I refer to the expansion of rehabilitation facilities in their several forms and to the use made of these facilities in enabling us to do a better job of rehabilitation. In these two initial years under the new laws, we have been going through a tooling up period, during which many States and many agencies have been engaged in studying their needs for facilities and developing plans to meet them. This has required time, so that only a comparatively few center projects have actually gotten under way. A number of small clinics have taken advantage of the expansion grant program of our own Act to expand their staffs and facilities into more comprehensive rehabilitation centers. Several States have acted under the broader provisions of Public Law 482, the amended Hill-Burton hospital survey and construction act, and have secured approval of grants to build new and comprehensive general rehabilitation centers.

Although rehabilitation centers for the blind may be built under the provisions of Public Law 482, in the same manner that other types of centers are being developed, not a single State has filed an application to take advantage of this opportunity to provide a comprehensive center for blind persons. In fact, we see only occasional signs of active planning for such centers from any direction. This appears to be a rather contradictory situation, for there apparently is widespread agreement that such centers should be a keystone in planning and providing the specialized services which so many blind individuals need to prepare them for active and useful living.

Yet I find that some States presently are making little or no use of existing centers, while in other sections where centers are not readily available, little is being done to establish them, either on a State or regional basis.

Because this has been a matter of direct interest to me, we asked the State rehabilitation agencies to give us information on the blind clients who received services in rehabilitation centers during the fiscal year 1955. We found that, of the 36 separate rehabilitation agencies for the blind, only 21 had sent clients to a rehabilitation center that year. Altogether, 727 blind clients had the benefit of center services. But it is revealing to note that nine States, comprising one-third of our total population, accounted for 89 per cent of all the blind persons sent to rehabilitation centers in 1955. The remaining States and territories, with two-thirds of all our people and a proportionate share of blind residents, sent only 11 per cent of the total—and of course this includes

those several States which did not use the rehabilitation centers at all.

There are many ways in which the grant programs now supported by the Federal government can aid in translating needs and plans into the realities of a good rehabilitation center for the blind. A splendid example was provided recently by the Minneapolis Society for the Blind, which investigated needs in Minnesota and adjacent States, and drew up plans for expanding their center to meet the needs on a regional basis. With the aid of a grant of $125,000 from our Office, and with the financial, organizational, and other help of the several agencies concerned, this project is now well under way and by the early part of next year expects to be in a position to meet the needs of a sizeable geographical area.

This whole question of developing and using more rehabilitation centers for the blind is one to which this Association, with its broad representation of public and voluntary agencies, might well concern itself more intensively.

We will welcome your suggestions for moving forward in this field and in the many other phases of a complete approach to the needs of those who are blind. The Department of Health, Education and Welfare devotes much of its attention and resources to the manifold problems of blindness and we endeavor to look at the total picture as we go about our individual tasks. As a result, we have learned that such diverse activities as public welfare, scientific research, education, preventive medicine, rehabilitation and old-age insurance all have a common denominator when we examine them in terms of the needs of the blind person.

Certainly a highlight in research in recent years was the discovery of the basic cause of retrolental fibroplasia among infants. Here again we saw a dramatic example of many talents at work and many organizations willing to devote themselves wholeheartedly to a common goal. The work was jointly supported by the National Institute of Neurological Diseases and Blindness, the National Foundation for Eye Research, and the Society for the Prevention of Blindness. Many hospitals joined in the investigation, with 75 pediatricians and ophthalmologists collaborating to carry out the research. As a result of their efforts, we may all rejoice in the fact that this cause of blindness has been nearly eliminated.

Other investigations now under way stir our imagination. At the National Institutes, exciting work is now going on in the use of the sulphonomides, cortizone, and other substances in the treatment of granulomatous uveitis. Other researchers there are making progress in their studies of a virus expected to reveal new knowledge about trachoma.

So in research, as in so many other phases of our work, we look to the future for new hope, new inspiration and new success. We have many plans in our Office of Vocational Rehabilitation which we hope will bring a harvest of progress during the next few years. Many of you are quite familiar with the remarkable success of the optical aids clinics which already have done so much to improve the degree of sight for many people. We believe that this work should be encouraged and supported and we are giving thought to how the resources of our organization can be used most effectively.

We can expect, also, to reap benefits in the next few years from some of the preparatory work which has been going on in the last two years under the new law. Mr. Aycock, our Chief of Services for the Blind, has done a remarkable job in both administration and human relations to secure workable regulations from the Departments and agencies of the Federal government for the new vending stand provisions. This painstaking behind-the-scenes work will begin to pay dividends in the next few years in the form of more and better stand locations and higher income for the operators.

We are looking forward, too, to steady improvement of the work of the State rehabilitation agencies for the blind, and to our cooperative role with them. The Congress has already voted a sizable increase in funds for grants to the State agencies this year and these have been allotted to the States.

We are aware of our responsibility to help, to give not only financial aid but strong moral and technical support and leadership as well. These things we have done and will do. But I would be less than honest with you if I failed to make clear that there are limits beyond which we, in a Federal agency, may

not and should not go. No amount of leadership from Washington, no amount of Federal grants, can change the fact that a State agency for the blind will be only as good as the officials and the citizens of that State want to make it. If a State decides to have a vigorous, modern program of rehabilitation services for the blind, the Federal government stands ready to help in many ways. On the other hand, if a State is willing to settle for a totally inadequate program which provides too little service for too few blind people, then we must recognize the source of the difficulty and not expect the Federal government to solve a problem which has its roots in State and local apathy and indecision.

We might as well be frank among ourselves in assessing the development of State rehabilitation agencies for the blind today. In many States, we are seeing dynamic programs which are a credit to the States and a blessing to their blind citizens. These are the States which have made possible much of the wonderful progress which I have reported to you today. In other States, we see a display of lethargy which no Federal agency can dispel without intruding upon the prerogatives of State and local authority.

This Association showed initiative and understanding of this problem when it took steps, about two years ago, to make an extensive study of the operations of agencies serving blind persons and to develop standards for both staff and service programs. We all are looking forward to the results which the American Foundation for the Blind expects to present within the next year, for this is a project which should have profound influence on the course of our work for many years.

There are broad problems ahead which every person concerned with the needs of the blind should consider in his more reflective moments. I have mentioned retrolental fibroplasia. While the preventive job is nearly done, the rehabilitation job still lies ahead of us. The first of these ten thousand children have now reached school age and we should ask whether adequate provisions are being made for them. Three years from now, nearly all will be old enough for school. By 1965, a majority of them will be looking to our educational institutions and our industrial concerns for an opportunity to establish themselves in useful places in life. They will test our rehabilitation program and the adequacy of our whole concept of services for the blind.

A discussion of this young group raises another important question: How well are we equipped to deal with the problems of the older blind person? There is a groundswell of interest today in making better provisions for the older members of our communities and we should be remiss, I believe, if we did not take steps to see that this interest is converted into better services for blind persons of advanced years.

And in all these areas, we must take a look down the far horizon, like a flyer piloting his ship, and prepare to soar into infinite space. I remember five years ago in this City a breakfast meeting at which I heard three provocative papers that broke down the sound barriers of our then well established stereotypes of thinking. Father Thomas J. Carroll, Jacob TenBroek, and Bob Barnett each in their own special way broke the old molds. I can still remember the excitement which stayed with me as I sensed the significance of the ideas that were thrown out that morning. Some of them took hold and were nurtured to maturity. We have come a long way in discussing attitudes toward each other since that day and in understanding the make-up of ourselves in influencing attitudes.

A young psychiatrist far away in Topeka, Kansas, started work with the Kansas Rehabilitation Center, first in small routine ways as an individual therapist; and then, with the profoundly important orientation of the research worker, he came to understand the elements of blindness not only in those afflicted with it, but the significance of properly understanding it in society as a whole. In the tradition of the organization which assigned him to the task—the Menninger Foundation—he came to break new ground and spread his influence on our thinking. The reflection of his work has been very evident in meetings, small and large, for the past several years. We miss him, especially here in Los Angeles this morning, where he had come to make his home as a physician, but as we miss him we are grateful for his life and for the perfection of his

work with us. In a few years, he has left indelibly with us a sense of values which insure his immortality by his permanent influence on all that we do. Kay Gruber said it so well: ". . . Lou Cholden, explorer of far and deep horizons—a person whose talents and heart-culture permitted him to create and maintain a condition of human dignity, comfort, and value in all whom he served; a person whose aggressive honesty, without hate or vindictiveness, could appraise a situation and tell us how much seemed strong and important and how much seemed weak and trivial . . . you set a high standard for us. Your solid imprint has been made and will place you high upon the international register of those who have furthered services for people who happen to be blind."

Thinking of Lou Cholden, we are reminded of the lines of Rabindranath Tagore: "I thought that my voyage had come to its end at the last limit of my power,—that the path before me was closed, that provisions were exhausted and the time come to take shelter in a silent obscurity.

But I find that thy will knows no end in me. And when old words die out on the tongue, new melodies break forth from the heart; and where the old tracks are lost, new country is revealed with its wonders."

IMAGINATION AND INGENUITY—THE EYES OF THE BLIND

* A. E. SEPTINELLI

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Spiritually, practically, and psychologically, all of us, whether blind or sighted, who are engaged in the work of counseling, training, and placing the blind, are fighting darkness —fighting misunderstanding of the aims and ambitions of the blind.

Too often we meet sales resistance in the form of "it can't be done," or "it's impossible."

But is it impossible?

"You can't send the human voice over a wire," said the know-it-alls. Yet Alexander Graham Bell did it.

"Transmitting pictures from point to point is impossible," said the skeptics. Yet with a flick of the switch of the television set you have an image in California emanating from New York City.

With imagination and ingenuity the inventors of the past and the present have conquered the laws of nature and brought to civilization a better life. A better life for all has meant a better life for the blind.

If, therefore, you are willing to accept the philosophy that it *can* be done, regardless of how impossible it seems, the problem is not *Where can the blind work?* or *How many should be placed in one department?* or *Can our blind people do this or that?* or even *Is he too old to work?* It becomes a matter of imagination and ingenuity on the part of the workers for the blind. They know, through experience, that there is no occupation or phase of an occupation which excludes our blind people from employment.

Placing Is Selling

Placement, or the art of making placements, although technically surrounded by a great many general do's and don'ts, is still best compared to selling. The sales process is the same as any commercial transaction except that we are selling people into jobs instead of goods in a territory.

Any salesman will bear me out in the statement that making the initial contact or obtaining the initial interview with the prospect is important. In opening up opportunities for industrial employment, there seem to be many practices in establishing that opening interview or contact. You have heard them all. Some like a "cold canvass" some prefer to make the initial contact by telephone. Others pave the way by talking about work opportunities for "limited-vision applicants." The list is endless.

* Visually handicapped.

Perhaps the best way would be to "lay it right on the line." You are counseling, training, and placing blind or partially blind people. Why not say so? Employers will resist, which is only natural. But you both know what you are talking about, and the sales resistance will accordingly be easier to overcome.

Begin your campaign to overcome existing resistance by approaching employers "armed" with photographs and testimonial letters from industrialists who have employed blind workers. Sales resistance will grow less and less and finally you will be able to go into plants and demonstrate job performances right on the assembly line. To guarantee the training of blind workers, promise to remain on the job with the workers and to follow up with supervisory calls.

Some have asked if it is essential to limit the number of blind persons in any one plant. The answer must be qualified. If you are thinking of plants where thirty or forty employees are working, probably you had better limit the number. The reason for this is not the thought that one might otherwise make a sheltered workshop out of the industry, but the basis for the decision is the number of jobs an employee can perform. In other words can he switch from job to job in the plant during the slack season? Seniority steps in here too and determines who shall and shall not work during slack season.

If one of the large plants is involved such as Lockheed, Northrop, Consolidated for example, there need be no limit on the number of blind persons employed. Much depends on whether our workers are accepted for their skills or because they are "blind workers." We must always remember we are selling skills, but not blindness; employers will buy the skills of blind people, they are not particularly interested in blind people per se.

If our public accepts us on the basis of skills rather than as blind workers, it is because we and we alone have created that attitude of mind. If they accept us as blind workers, not because of our skills, I think we have created an illusion. We have set ourselves aside from the normal workaday world and then wonderingly asked "How come?"

Does One Travel Alone?

Another question often arises: Should we place a blind person who cannot travel alone around his community? He may be timid about crossing streets yet within a work area he is not timid and can function adequately in his movements from place to place on his job.

Here in California where many of our large plants are on the outskirts of town, no public transportation is available. Employers have found they cannot secure normally sighted workers unless they provide transportation for them. In fact right now in many sections, the "share-the-ride" plan still exists. No wonder our rehabilitation workers for the blind felt that if it was all right for normally sighted workers to be taken to their jobs, it was not beneath the dignity of blind persons, who could not travel alone, to be taken in the same manner.

It is preferable that a blind person be trained to travel alone; but if he does not, he need not be excluded from employment. The challenge may be for him to learn to travel, either with a white cane or with a guide dog. There is a place for both those who travel alone and those who do not.

It would be a mistake, too, not to point out this factor concerning the blind traveling alone: normally sighted workers do not travel alone. Husbands and wives, friends and new acquaintances travel to work together. Just stand at the employees' entrance of a factory, and you will be impressed with the fact that traveling alone, as a requisite to employment, is a myth.

There is, however, one exception to what has been said about the importance of ability to travel alone: The placement counselor, the rehabilitation counselor for the blind, *must* travel alone if he is to be successful.

From Client to Employee

There was a time when those in the know said, "If you want to succeed as a placement counselor, place only the best." This principle, I believe, is no longer applicable. Old cliches which once applied to placement work should be re-examined for accuracy. We should be the last to admit that we do not progress. Although in many cases it may still

be necessary to make your opening successes in an industrial plant by placing the best you have, a thorough examination of job processes always brings forth jobs for the average, too.

Let me cite a case to illustrate my point. In a southern California manufacturing company, the extra special blind workers were operating punch presses and drill presses, but through the ingenuity of the placement counselor, three jobs were also found which any average person could perform. The question here was not the matter of the employability of the applicant but the ability of the placement counselor to find the job which matched the available skill of the applicant.

I point this out to you because we must stop thinking of placing our "super specials" only. We must place our blind people on the basis of their skills, not what we think their skills should be.

Perhaps at this point it would be of interest to you to study our achievements in California for the three year period, July 1952 through June 30, 1955. During this period five blind rehabilitation counselors rehabilitated 233 blind persons or an average of 46 per counselor. For the same three year period 117 blind people were placed by our normally sighted counselors. This makes a total of 350 blind people rehabilitated or an average of 117 a year.

Let's Have a Snack

We found that inplant feeding facilities is a usual and growing practice on the part of large employers. It was determined that employee morale had been improved, absenteeism was cut down and production had been increased. Therefore, we felt that the growth of our vending stand program should follow the popular trend to be up-to-date.

In June of 1948 we had but 60 vending stands of the popular type, vending candy and tobacco products, newspapers, magazines, picture postcards, etc. We re-examined our state act with imagination and ingenuity. We re-evaluated the section which listed the items to be vended from a vending stand. We also observed the section of the state act which stated that the Director of Finance may construct and install or permit the construction and installation of vending stands for the operation by licensed blind persons and that counties and cities may follow suit.

We interpreted in the first section ". . . and such other articles as are approved by the bureau and by the person, governing board. . . ." to mean the selling of foodstuffs in snack bars and cafeterias. We interpreted the next section to mean that if the Director of Finance had the authority to construct and permit the construction of vending stands, it would be better to go into a partnership financially since there were not enough funds for the construction of snack bars and cafeterias from state-federal rehabilitation funds.

Our first endeavor in the food business was in the San Diego county courthouse. We found, of course, that too much imagination and ingenuity always brings to the front not only the skeptics, but also resistance. Let a blind person earn a few dollars a month and your competition pats him on the back and says, "You are doing a fine work; I could not do as well if I were in your position." But let the blind person start earning on a competitive basis where it begins to pinch the shoe of competition and the poor blind person is no longer a "poor blind person" doing well, he is doing too well. Those who resisted our program sought an Attorney General's decision. This decision dated March, 1950, stipulated that while it was mandatory on the part of the county to permit the Bureau of Vocational Rehabilitation to license blind people in vending stands, the county could establish a snack bar to be operated either by the county or a lessee.

It seemed wise to adopt the tactics of retreating two steps to advance three steps later. Therefore we concentrated our efforts on the state level and since we had the good will of the Director of Finances we concentrated on all new state buildings. Here our job was simple, thousands of dollars were appropriated for specific locations out of construction funds and the federal-state official funds acted as supplementary funds to purchase some equipment. The result was that in Sacramento we acquired practically all of the state buildings of substantial size and equipped them with cafeterias or snack bars licensed to and operated by blind people. Here again the competition became

exceedingly active and our right to establish snack bars and cafeterias was contested. The Attorney General, in reviewing the case, gave a decision on May 7, 1953 which reversed the previous decision of March, 1950 and stated that the construction and installation of snack bars and cafeterias was well within the scope of the state act.

This seemed like a total victory by those of us who were interested in expanding the vending stand program into snack bars and cafeterias. However, before the legislature adjourned in 1953 they inserted in the budget act the following statement: "No monies appropriated by this act shall be used to purchase equipment or supplies for employee cafeterias or for the cafeteria type blind vending stands where hot meals are served, in any state office building, unless such cafeteria or vending stand has previously been established or the amount therefor is expressly authorized by a schedule in this act."

Temporarily this rebuff curtailed our expansion but again with imagination and ingenuity the staff of the Bureau of Vocational Rehabilitation proceeded to develop industrial snack bars and cafeterias. Industry had no objection to investing thousands of dollars for the construction of cafeteria equipment and then permitting us to amplify the basic equipment with our limited official state-federal funds. By 1955, in a short period of two years we had approximately 30 such industrial food services licensed to blind people. During the legislative session of 1955 the Director of Finance established the principle, based on the testimony presented of our industrial cafeteria program, that all snack bars in state buildings would automatically go to blind people licensed by the Bureau of Vocational Rehabilitation. It was not difficult, once the Director of Finance established this principle for counties and cities of California to follow suit.

We now have in California 164 locations distributed as follows: 43 locations in federal buildings, 48 in private industrial plants, 45 in state buildings, 22 in county buildings and 6 in city buildings. Of this total 82 are food services.

In conclusion, any law is as good as the people who apply it. It may be construed so literally that progress is slow. It may be interpreted so liberally that problems arise administratively. When I approached a problem myopically, playing the cards "too close to my chest" as it were, or when the approach was hyperopic looking too far to the future and not observing the immediate, there was always the guidance and counsel of my chief "Doctor" Andrew Marrin, to restore my vision to 20/20. He is never too busy to discuss policies and administration and never shirks from examining new ideas to better the employment potential of the blind. Then too, Dr. Herbert Stolz, Deputy Superintendent of Public Instruction and Chief of Special Schools and Services has tirelessly given of his time and energy to expand programs for the blind. It is with the cooperation and inspiration of such men as these that the work for the blind has risen to its present high level in California.

VOCATIONAL TRAINING AND PLACEMENT OF BLIND PERSONS—A SPECIALIZED SERVICE

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Introduction

That fifty-five per cent of the world's industrial power is vested in seven per cent of the world's population is no mere coincidence. It is the result of keen foresight and planning and, most important of all, to quote Churchill,—"Blood, sweat and tears." The right to work and earn has been the American tradition since the first axe was laid to a tree and the first American furrow was plowed. We repeat,—this nation as we know it today is no mere coincidence. With the social advances of the twentieth century, the right of every citizen to work and earn

* Visually handicapped.

has become an even greater factor in the scheme of things. Now let us examine briefly how the blind fare under this philosophy. It is a matter of common knowledge that some blind people have been able to find their places in the world and society through sheer force of personality or by lifting themselves by their very bootstraps. On the other hand, many blind people never had a chance to train for a job, but even if they had been trained, they would not have been given a chance to prove their ability on the job. For the first time in our nation's history, World War II created a real labor shortage, and, although we regret that such a catastrophe was necessary to command the labor of the blind, we are proud of their employment record that was established during those hectic days and which has continued in many instances since then.

It became apparent at an early stage that "No one philosophy" (to quote our worthy president, Joseph Clunk, at a recent forum held at The Lighthouse of The New York Association for the Blind), was adequate to cover all facets of the employment problem. A variety of training, a variation in the degrees of training, advanced methods, and all thoroughness was and is the key-note to successful placement. The independence of the client must be developed so that he will fit into the seeing world, for the blind person will receive reactions from fellow-workers in accordance with the manner in which he presents himself. A considerable elasticity and versatility of operation should be developed in the client. Where indicated, on the other hand, the client must be trained along specific lines. It must be borne in mind, above all, however, that the individual should be considered as such, that his problems and their remedy alone are the concern of the training agency, and that there is no mass production solution to his problems.

Training

In order to prepare the individual for placement, a broad program of training must be inaugurated. This must have variety and elasticity to provide for the adolescent, the middle aged and even the aging person with a few more years of productive work before retirement. As in any other area of multi-service work for the blind, our first consideration is case finding. Here as in all phases of such programs, we depend on social workers and home teachers. There are also many other channels through which prospective trainees may come to our attention such as State vocational rehabilitation agencies, hospitals, service clubs, friends and families, and publicity through newspapers, magazines, radio and television. New cases may be either those who are newly blinded or those who have been blind for some time and have acquired some adjustment to blindness. Here we depend heavily upon the home teacher to assist us in both case finding and initial preparation. Perhaps the individual requires a period of training in the home in personal adjustment and in becoming acquainted with some of the simplest and most routine of tasks. The next step will be making the transition from the home to group training at the center. If we are thinking in terms of a day center, a system of transportation becomes most important. This may be paid for by the training center or it may be provided through service organizations such as Red Cross, Lions Clubs, etc. On the other hand, if we are considering a residential center, the transportation factor may not obtain.

We are now in a position to start the real business of vocational training. The first consideration, as in any competent program of work for the blind, should be physical restoration, which after all is the most effective rehabilitation. When it is certain that the individual's health and vision, if any, has been improved to its highest possible extent through various types of glasses, low vision lenses or prisms (microscopic or telescopic), he may be psychologically appraised in a vocational guidance aptitude testing clinic. The purpose here is to ascertain his ability to learn, whether he is best qualified for the professions, business or industrial employment, and wherein his interests lie. As the test results will indicate the direction of vocational planning, it is wise to substantiate them through a period of training-evaluation. Varieties of simple operations are employed to determine the individual's strength and/or weakness and to serve as a check on the psychological appraisal. Special jobs can be set up for this purpose, and after

some experience, the counselor will be able to determine the client's abilities by comparison with previously established norms. Some of the tasks in common use in such an evaluation program are leatherwork, basketry, woodwork, iron work, ceramics, non-commercial assembly and commercial assembly. The latter may be obtained from an occupational department or sheltered shop or even as subcontract work from outside industry. While this training-evaluation is in process, general overall adjustment to blindness should be undertaken. This includes cane travel technique, Braille, telephone dialing, and personal adjustment to help with grooming, poise and proper office conduct. After these preliminary steps have been thoroughly covered, skills mastered, and dexterity demonstrated, further counseling in conjunction with the client will assist him in refining his objective in the selection of a specific vocation.

As stated at the outset, this program must be elastic so as to give additional hours of training to slower students, but at the same time those showing a great deal of determination and drive must not be retarded to the point of discouragement. If the indvidual has been assisted in selecting outside industry as his vocational objective, every effort should be made to train him to the highest degree of proficiency in that area. Perhaps he should be placed in an advanced training program with a variety of machinery that would simulate the manufacturing process in which he is to be engaged. In the modern sheltered shop there are many operations very similar to those required in outside industry, so perhaps the trainee might be placed in the shop for the necessary period. This program has the advantage of regular hours which will build up the individual's work tolerance to that required on his contemplated job. There are available materials in the shop, which is not always the case in a purely training setup. Also, the prospective worker will have an opportunity to relate himself to fellow workers and supervisors so that he will gain a better understanding of the real meaning of employment in industry. We have found it advantageous in some instances to transpose the actual operation on which the applicant will be employed from the outside factory to our training center, where time can be taken to completely familiarize the candidate with the job to be done. Also, if possible, enough materials should be obtained so that a production schedule can be developed. When the prospective worker has mastered the operation on which he will be employed, or when he is sufficiently familiar with it to perform positively, he will be inducted on the proposed job and thoroughly acquainted with all details. The subject of placement will be given further treatment in our next section.

Now let us think in terms of another phase of training,—a specialized service. Transcribing typing has received recognition and wide acceptance throughout the United States as a means of employing blind workers. As a result, commercial schools have been requested to accept blind trainees, and some specialized courses in transcribing typing have been set up by organizations for the blind. Unlike the copy typist, the transcriber must be an unusually good speller. Since she is blind and cannot make her own corrections, she must type with unusual accuracy. Since she is working in an office situation, she must be personable, and if she is to receive the assistance and small favors that most blind people require in their daily curricula, she must relate herself well to her fellow employees. These and other qualities must be stressed in her general counseling as well as training in the use of the typewriter, transcribing machine, punctuation, business forms and an overall knowledge of office procedure. In New York City alone we know of one hundred blind typists employed with insurance companies, publishers, business concerns, Civil Service, and until recently the New York Stock Exchange. The starting wage ranges from $45.00 to $60.000 a week, and there are operators receiving over $90.00 a week.

Now let's consider another form of training,—"a specialized service," in the newsstand and concession area. Here the trainee, after testing, training, evaluation and counseling, is placed on a going concession or newsstand which has been approved as a training facility. He is familiarized with the handling of merchandise as well as with buying and selling. Such matters as how to address the public, keep books, pay taxes, and

handle physical details about the stand, such as opening and closing, sweeping and cleaning, the very important display of merchandise and many other functions are covered in the training process. After one to three months, the trainee is left alone at the stand to operate entirely on his own resources. He is then ready for placement and can step into a new situation with a minimum of difficulty.

Training is a specialized service even though the worker will be employed in a variety of jobs such as messenger, stock or shipping clerk, delivery boy, kitchen worker, domestic, handyman and many others. Good work habits can be instilled in the individual as a result of formal training, and at the same time his strengths and potentialities for such jobs can be evaluated.

Certainly other forms of vocational training,—"specialized services," are found in the fields of massage, piano tuning, insurance, music, sales, shoe repair and mechanical trades. These and other vocations, while perhaps not taught in a training center for the blind, can be worked out with commercial schools or universities having such departments. The training center for the blind, such as our New York Lighthouse, will provide volunteer reading service, travel techniques, residential facilities, assistance in solving social problems which may arise, and financial loans and grants. Later the Association's placement department will be brought into focus in finding an outlet for the trainee's accomplishments.

There are still other specialized services which are of importance to the potentially employable—for instance, the granting of scholarships, full or part, to college and university students in studying for social work or other professions. Such students may require vocational counseling so that their studies will be most effectively directed. Students in these areas require much reading, so that a reading service, (paid or vounteer), has inestimable value. Assistance in typing and preparing college term papers is also necessary. Certainly blind students need help in obtaining suitable residential facilities, and after a day in lecture halls and laboratories, they seek recreational outlets. These and many other services may most advantageously be arranged by the large multi-service organization.

Placement

Now let us focus our attention on the meat of our problem, for which thousands of dollars and many hours of time and effort have been spent—"Vocational Placement, a Specialized Service." Here again we quote Joseph Clunk—"No one philosophy" can meet all of the needs of placement, and the problem must be approached with a broad concept as to types of work, business concerns that may provide those opportunities, and the arrangements by which the job may be secured. Those clients completing our training course may range from a part-time occupational status to workers prepared for sheltered shops, stands, outside industrial employment in competition with the seeing, clerical work, semi-professional or professional employment, business or administration. Therefore, our placement program must be geared to meet a wide range of demands. Our program must be elastic and dynamic. We cannot afford to be dogmatic about what blind people should or should not do. The client's choice must be given careful thought and consideration from the point of view of practicality, but his personal interest must be paramount. We will not attempt here to give our opinions as to whether or not blind people should work in sheltered shops. Our experience shows that there are certain people with physical or psychological limitations whose best interests are served in such an establishment and who, in fact, do become well paid earners with certain aids developed especially for the blind. On the other hand, other blind people receive a great deal of motivation and inspiration merely by being in competition with the seeing. We will not attempt to tell you that only one blind person should be employed in a company or a department of a company. In our experience we can cite examples where two or more blind people in a department were very successful. However, our fear of setting up a little sheltered shop within an industry may be real unless the work is particularly adapted to blind people. For instance, as many as thirty-four blind people were successfully employed with one photographic film processing company. In the case of stands we know the tendency is towards central management, but we have

found in New York City that with proper screening, training, evaluation and careful selective placement, an independent program works out extremely well. A small staff can place and supervise a great number of stands. It is hard for us to believe that the old American tradition, as proven by the abolition of the Virginia common storehouse,—wherein each man will secure the greatest production when tilling his own soil,—has not carried over to the modern business world. We believe a competent dealer will realize his greatest productivity when *his name* is on the pay check. In this and all other endeavors we feel that decisions as to how and under what circumstances placements will be arranged should be within the province of the placement agent, keeping at all times the best interests of the client as his foremost consideration.

Let us give our attention for a moment to the matter of followup. We have found it advantageous to induct new applicants in the regularly accepted fashion, giving the blind person all the instruction in his job and orientation about the premises that may be indicated, and staying with him until he is completely on his own. This may be an hour or several days, but he should be able to carry on without difficulty when he is released. Followup should be as indicated,—daily, twice a week and gradually dropping off in frequency. He is instructed to contact us at any time between visits should a serious problem arise. We strongly believe in developing a feeling of independence and self reliance in the individual. In this way he is able to handle any minor problems that may arise. He likewise will have greater respect for his job and his employer when he knows their attitudes to him will be governed by his conduct on the job. He must live up completely to the rules and regulations of the concern and understand that he is *their* employee,—not ours. After the orientation period, it is up to *them* to decide whether they will keep him or discharge him. On the other hand, we are always willing to step in and assist in any manner required, even to assume the responsibility of discharging an unsatisfactory employee, in which case we would hope to make a proper replacement.

We are now confronted with the question of just how you go about getting a job. We are all familiar with the placement agent knocking on doors, the grape-vine network of introductions to top officials, and publicity through newspapers, magazines, radio and television. Contacts with the policy making body can be established through our various boards of directors, our men's and women's committees, and service clubs such as the Lions, the Masons and other fraternal organizations. Employment committees can be formed of local businessmen. They can be asked at a meeting to allocate jobs for blind workers, or if time is required to study the problem, they may be given job request blanks for further reference, to be mailed in later. Such a committee can be very well combined with organizational fund raising, and the request for jobs can supersede the request for funds.

Selling of blind labor must be positive, for we must convince policy makers to accept what the uninitiated consider an unwanted commodity,—blind labor. It is a matter of record that blind workers may provide a source of valuable labor from the point of view of continuity, conscientiousness and perseverence. Also, in many instances the blind have served as an inspiration to sighted workers. The days of the blind mattress maker or caner have in a large degree passed, but in a few instances we still find these old-time industries serving well the employment interests of a few blind people, and wherever we find a method of gainful employment, it must not be overlooked or disparaged. Otherwise there would be some blind people who will not have the opportunity of working. Today we find blind people who will not have the opportunity of working. Today we find blind people in industrial, clerical and professional as well as manual types of employment. Also, we find blind people invading the radio, television, recording and entertainment industries. Many are self placed through the assistance of counseling and the utilization of their own contacts.

We pause here to say another word on behalf of the sheltered shop. We can see no reason why shops should not be encouraged as long as they can employ blind people who cannot be employed in industry, and as long as the sheltered shop pays a reason-

able wage and does not tax the contributor excessively. If various sects and classifications of industry have guilds and unions, why shouldn't a group of blind people be permitted to work together as long as it is for their mutual benefit? In order to give sheltered shop employees every opportunity to advance themselves, they should, of course, be encouraged to try out their talents in outside industry. A ninety day trial period should be allowed, during which they can return to the same job and receive their same seniority rights and other benefits, if they should fail. The right of immediate reemployment in the shop, not necessarily at the same job but with fringe benefits, should carry over to a year.

For the aged and infirm and those incapable of sheltered shop employment, occupational divisions can be set up to serve the interests of such workers, for here at least we know of many instances where limited hours and less complicated job operations have stimulated the worker to raise himself to a higher level of employment. For those who are unable to get to a work center because of distance or travel difficulties or inability to learn to travel, we would encourage the development of homework distributed by an agency, or homework on a self employed basis. To quote Dr. Richard Slayton French in his book, FROM HOMER TO HELEN KELLER, "Employment should be also given to those who cannot be rendered self-supporting for the sake of relieving the monotony of their existence and lessening the burden upon their relatives and friends." Any job, whether occupational, sheltered shop or even outside industrial, can serve as a stepping stone to a more advanced position. In fact, this is in keeping with our philosophy of always seeking progress.

If we take time to look around us in order to appraise the accomplishments of the blind, we will find them doing outstanding jobs in many areas. To cite a few examples, there are several blind headliners in the field of popular music with recording sales in the millions; we know of blind businessmen who have established successful enterprises; we know of those who are renowned for their outstanding accomplishments in the fields of biology, physics and electronics; you will find the stamp of success among blind persons in the professions,—law, medicine, education, social welfare and rehabilitation. We have found it a most difficult process trying to reduce the accomplishments of the blind to twenty occupations. We have found the employment record of the blind to be far reaching and inspiring. We can be of service to the blind businessman with the right type of encouragement and advice. We can assist him in securing information from the Chamber of Commerce pertinent to his business, whether it is national in character or merely local. We can be of service to the blind client through developing his independence, initiative, imagination and resourcefulness. These qualities are essential whether he is a businessman or a worker, for we not only want to stimulate and aid blind people who can rise to higher types of employment, but we should also be interested in the little people,—the corner newstand dealer, the rooming house operator, the man operating a cabinet shop, or any other of that great variety of occupations that blind people's previous experience and background enable them to undertake. When the blind person brings home a regular pay check, and can provide for himself and his family, he fulfills the truest meaning of the term "rehabilitation." The responsibility of his continued employment should assume the form of a partnership. It is partly our responsibility to train, counsel and assist him in choosing and staying with a sound vocational objective. It is partly his duty to remember his responsibility to blind people in general in putting his best foot forward, for he is the true disciple for the employment of blind people. Confuscius say, "One picture worth ten thousand words." We say, "One competent blind person satisfactorily placed and working is worth and justifies all the tremendous effort necessary for this accomplishment." In looking to the future of the blind employee as we stand on the threshold of automation, atomic power and nuclear energy, we again feel our responsibility to show the necessary leadership as workers for the blind in directing the client to those phases of technology in which he can be made to function effectively. The blind man's positive commodities of intelligence, memory, power of decision and manual ability plus his alertness, perseverence and

desire for continued employment make him an integral part of the machine age.

We cannot close without feeling the challenge of the future to us as planners and trainers and to the blind themselves, who we know, in the last analysis, will not be found lacking. It cannot be denied that blind workers in all areas are an integral and vital part of our nation's economy, and historians will recognize this as the century in which individuals the world over learned to live with their handicaps.

A SPECIALIZED ADJUSTMENT CENTER FOR THE BLIND

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The basic ideas which I would like to express at this time will refer to two facts which are an inescapable part of today's complete rehabilitation program for the blind. One of these is the requirement for specialization in this work and hence what might be called a doctrine of specialization and the other is an entity known as a Rehabilitation Center or Adjustment Center for the Blind. Both of these facts belong, indeed, to different analytical levels in the hierarchy of facts, but nevertheless are inseparable, and have grown out of a philosophy which recognizes the necessity—which even demands the necessity for dealing with the specialized problems of blindness in a specialized manner. The term specialization by its own definition entails the use of peculiar and unique techniques to handle problems which are relatively circumscribed with respect to their origin, their existing nature, and their solution. So putting these two facts together we have a *specialized Rehabilitation Center for the Blind:* a system of techniques which is recognized almost universally in America and in Britain as the very finest tool known today for affecting a state of good psycho-social adjustment in the evolving processes of rehabilitation.

To make the philosophical picture complete the concept of a Specialized Rehabilitation Center which we have worked so hard to circumscribe must immediately be reexpanded for the purpose of discussion here in order to recognize the dynamic features of such a Center.

In introducing the concept of dynamics into our analysis we must recognize that there exist various levels at which analysis can be made. Whereas the concept of specialization entails restrictedness, the concept of dynamics defers to ever changing and far-reaching vectors of force and interplay within and between wholes and their parts. The concept of specialization rises out of analysis which is placed in a philosophical hierarchy by the need to deal with peculiar and unique events; whereas the concept of dynamics refers to the practical necessity of dealing with these peculiar and unique events, namely, blindness and the psycho-social halo of concomitant factors, in such a way as to utilize in the broadest sense all of the techniques of the social and exact sciences. So it should be recognized that the two apparently opposed ideologies, that of specialization on the one hand, and that of dynamic resourcefulness on the other, are in no way incompatible but represent an ideal state of affairs which has brought Rehabilitation Centers for the Blind into critical focus and hence into a position of credence heretofore unprecedented.

It is not easy to say exactly how Rehabilitation Centers for the Blind began, nor can even the most exacting historical research enable us to point our finger and say, "Here was the first Rehabilitation Center for the Blind." The reason for this uncertainty lies in the fact that the needs of blind persons and the difficulties confronted in their training and employment were recognized broadly and from these recognitions there began to emerge various forms and in various parts of the world the early struggling attempts to make the processes of rehabilitation of the blind efficient. It apparently took war to bring crystalization. Early in 1915, four blinded British soldiers who had been sent back home from the battlefields of France came to the attention of Sir Arthur Pearson.

It is said that Sir Arthur received these blinded men in a small hostel in London, and so there began the crystalization of ideas which led to the first permanent Rehabilitation Center for blinded Military personnel. I refer to St. Dunstan's which now stands as a magnificent structure of glass and steel on the rolling Sussex Downs where the sun most often shines in England, where the great old windmills with their sails reaching into the sky catch the wind from the sea, and where, far across the English Channel the thin line of France can be seen.

As a consequence of World War II and the anticipation of blinded soldiers returning from the battlefield, Adjustment Centers specialized to work with these blinded men appeared in America, and in Britain the knowledge that the German Luftwaffe would soon be raining destruction upon the general population, led to the early organization of a civilian Center. Probably the best known of these Military Centers in America is Old Farms, Avon, and the civilian Center in England is the one developed by the Royal National Institute for the Blind now standing high on the cliffs of the Southern shores of Devonshire in the town of Torquay.

So successful were the specialized Military Rehabilitation Centers for the Blind abroad and in America, that as early as 1944 the Commission for the Blind in the State of North Carolina inaugurated a concentrated study of the possibility of using these techniques in the framework of a general civilian program of rehabilitation of the blind. During the following year, in 1945, the North Carolina Center was opened, and since that time it has served as the pattern for the spread of the Rehabilitation Center Movement for the Blind throughout the United States.

In the past there seems to have been some confusion about just what the term Rehabilitation Center for the Blind means. Because it has come to represent highly effective rehabilitation techniques, it has also become fashionable, and organizations eager to show off their programs in the best possible light have sometimes applied the term Rehabilitation Center to elements of their program which should only be called Workshops for the Blind, or at best Glorified Workshops. The American Foundation for the Blind and the Office of Vocational Rehabilitation, recognizing the need for a certain amount of definition and standardization have taken steps on two occasions, one at the Spring Mill Conference in 1951 and the second in New Orleans in 1956, to hold National Seminars for the purpose of clarifying the issues of just what constitutes such a center. The results of the Spring Mill Conference are probably familiar to us all. It was in this meeting that the first "Bible" for Rehabilitation Centers for the Blind was developed, and here the ground work was laid for the philosophy and curriculum of the Centers which were sure to follow.

During the New Orleans Conference of this present year, the National Seminar was dedicated to reviewing the philosophy and curriculum requirements, but the purpose of this Seminar was broadened to emphasize the development of principles and standards for existing and for future Centers dedicated to the psycho-social welfare of blind persons involved in a rehabilitation program. In working toward this end, six committees were formed to deal with six very basic aspects of a program of this nature; these committees were: Potential Needs for Service, Center Program, Personnel, Physical Plant, Finance and Budget, and Interpretation of Total Concept.

This Seminar recognized that many visually handicapped individuals need a variety of adjustive services to assist them in their psycho-social reorganization in order to function with maximum efficiency in all phases of living. Ideally a Rehabilitation Center provides a concentrated and individualized program for each client. Specialization is a hallmark here because of the highly individualized problems that each client brings to the Center, and because of the many corrective disciplines brought into play. For example, it is recognized today that present standard methods of measuring visual proficiency are not adequate for presenting a realistic picture of utilizable vision. We have come to the point where new methods of measuring and expressing visual deficiency should be defined. The Rehabilitation Center Program must continue to respond differentially to each visual loss and to the nature of such a loss in a manner that will help each client develop response patterns specially adapted

to his visual and psycho-social requirements. In order to perform at this level of specialization, a professional staff must be recruited for the purpose of rendering medical, psychological, social, vocational, and instructional services. It is recognized that a Rehabilitation Center for the Blind offering an integrated program embodying these various disciplines is probably the most effective means of utilizing practices of diagnosis, treatment, and adjustment with the least possible expenditure of funds. In effect the Rehabilitation Center can be a residential laboratory in which human beings may live in an environment which may be variously controlled in order to bring about changes in their personality and their usual forms of behavior. No more ideal set-up for personality reorganization can be wished for. The hope for the future lies not so much in refining the philosophical purposes of such a Center, but in developing techniques for actually doing the job that our dreams and our plans tell us should be done.

The Rehabilitation Center is an instrument to be used by those who are adventitiously blinded later in life, because these persons face the need for abandoning many life-long patterns of behavior and substituting, in many cases, radical modifications in order to continue an effective life. The Center is often an excellent instrument for those congenitally blind or blinded in infancy, although modern day methods of special education should tend to minimize the need for this group of persons generally to avail themselves of a Center Program. And looking beyond these early and middle years there is a need for services for many who lose their vision after their normal productive period has passed. Each of these groups of persons, the individual congenitally blind or blinded in infancy, the newly blinded adolescent or adult, or the person who finds blindness in the so called golden years points up the need for specialization along a continuum of chronological problems which is so all inclusive as to make of the multiplicity of specialization something of a universal panacea.

When one thinks of the multivariousness of human traits, and then in turn thinks of modifying a goodly number of these traits in an adjustive or reorganizational process, and then in turn looks to a practical curriculum which can affect these modifications, then the problem of developing a relatively inclusive Center Program can be seen only as a task of rather gigantic proportions. If we consider only the common and universally accepted instructional elements of the curriculum such as Braille, typing, and travel, we immediately see that factors impinging upon the dynamic relationship between the trainee and the instructor will not allow for a simple statement of the curriculum requirements. In all probability those who are congenitally blind, those who are blinded later in life, and those who are partially blinded with a relatively high degree of vision remaining would not need to emphasize Braille equally, nor would it be feasible to consider that the instructional methods for these individuals be the same. Similar problems which spell out individualization of approach would apply for travel instruction, for those who have been blinded many years would not come with the same mobility problems as the newly blinded or as those who have residual vision. Therefore, we must conclude that a simple statement of curriculum and method is impossible. In order to point up this fact the New Orleans Seminar preferred to deal with its discussion of Center Program in terms of the three basic types of clients we have mentioned above, the congenitally blind, the adventitiously blind, and the partially sighted with high vision; and it is believed that any Rehabilitation Center for the Blind must either directly or implicitly recognize the necessity for such a functional division.

It is hoped that a published report of the New Orleans Seminar will soon be available to us, but until that time, it would be well for us to consider some of the functions which this Seminar felt should be included in a comprehensive Center Program. Time will not permit a thorough discussion of these classes and practices in terms of the tripartite division of which we have been speaking, but a quick review will provide something of an understanding of the degree of specialization required for the carrying out of a comprehensive program.

Braille was the first class listed, with typing and hand writing following. All of these linguistic-type forms of communication are

recognized as being highly desirable but dependent upon length of blindness, degree of vision, and degree of education. Instruction in the use of talking books and recording equipment, instruction in the use of sighted readers, and instruction in the use of dial telephones were linguistic-related and auditory techniques for which instructional needs exists.

The Seminar dealt with problems of travel by discussing them in terms of several subdivisions. They recommended instruction in mobility training in spacial orientation, mobility training in the use of other senses, and mobility training in the use of the cane and human guides. To round out the picture of travel ability and the implied agility that is required, instruction in physical conditioning must be included in the curriculum.

On the more manual side the curriculum should include home repair and household mechanics, hand and power-tool shop, work performance testing, and housekeeping. There also appeared again the highly important class known as techniques of daily living, a class which could very easily embody some of the more adjustive and therapeutic elements which a Center must afford in its day-to-day activities. Hygiene and first aid, citizenship and legislation, and analysis of blindness are other classes which illustrate the breadth of these proposed recommendations, ranging from the highly personal problems of health and cleanliness to the sociological concepts of citizenship, the practical consequences of legislation, and the often traumatically weighted implications and facts of blindness which must be eventually dealt with directly in any adjustive program.

The necessity for a team approach and for pulling together many disciplines is reflected in such activities as group-psychotherapy, other group meetings (including discussion groups and even "gripe sessions"), individual staff conferences, social case work counseling, therapeutic craft activities, vocational counseling, psychiatric evaluation, psychiatric counseling and therapy, special experimental courses, social group work and recreation, and testing and measurement. Furthermore it was pointed out that medical examinations and medical consultations should always be available.

Spiritual counseling, and a continued interest in the family as an inseparable element of the client's life were recognized as areas of responsibility for any Center dedicated to contributing to a complete rehabilitation service.

It is highly significant to note that the Seminar emphasized the fact that research must be considered as an integral part of a Rehabilitation Center Program and that such Centers have an obligation to give professional training to persons outside the staff if we are to continue in the job of teaching specialized workers and members of the general population to understand the problems of rehabilitation arising from blindness.

And finally there must be a plea for staff unity, staff co-operation, and staff integration within the Center through such processes as regularly scheduled staff conferences. This points up the use of a formalistic team approach, and tends to lead away from the "sloppy" and often highly emotional "bull session-type" conferences which may easily lead the staff away from the objective exactness which is demanded.

The problem of securing adequate staff for a Rehabilitation Center for the Blind has been a paramount one. There is no such thing as trained personnel being available, for the practices and techniques which must be integrated into a Center Program are unique, by this time obviously specialized, and have enjoyed such a brief chronological existence as to afford little generalization.

But even the job of recruiting persons who would be willing to join the staff and learn their duties within the general framework of the Center context meets with many frustrating factors including low salaries, twenty-four hour a day responsibility, long work weeks, constant association with individuals experiencing personal frustrations which often render their behaviors atypical with respect to the total population, and a constant demand for flexible and intelligent response to those individuals who make up the Center clientele. The social climate provided by the staff is seen to be a fundamental aspect of the rehabilitation process which takes place at a Center—this simple statement alone emphasizes the fact that the full responsibility for the effectiveness of a Center rests upon the shoulders of the staffs—of

how well each individual staff member understands the totalistic picture of rehabilitation, of the purposes and functions of a Center, and comprehends the techniques by means of which these goals may be achieved.

It is held that personnel making up the staff should possess full professional and legal qualifications which normally belong to their respective professions or disciplines. But this personnel should be chosen not only upon these professional and legal qualifications, but also with respect to factors such as past experience, attitudes, personal characteristics, and motivational factors which might contribute to or subtract from effective job performance.

Professional staff members should possess the flexibility necessary to enable them to work effectively in a situation where it is necessary to pool ideas, and modify plans and procedures as a product of the combined judgment of the staff. In a work as new as this there is little room for dogma, and every effort should be made to maintain a high degree of motivation, a freshness of approach, and a general attitude which embraces the spirit of research.

Backing off for a moment and looking at the picture with a degree of perspective it appears with some clarity that we are dealing with a vital rehabilitation process which finds its vitality in the dedication of introducing into the ineffectual areas of blindness efficiency in the place of groping; a high degree of well controlled and well oriented motivation in the place of unresponsive introversion, aggression, or inactivity; and more practically in the place of unemployment a system of psycho-social attitudes and abilities which serve to ready the client for accepting the responsibilities of a job, which, indeed, is the goal of the rehabilitation process.

From our point of view the Center plant, the physical surroundings, and the decor, while being important, are secondary to the staff, its wisdom, its knowledge, and its willingness to serve. The job of finding the staff, of operating a Center, of maintaining and developing its program, of sustaining research is a task of staggering proportions, but a task well worth the untold striving necessary. Because of the number of Centers which now exist, and this number is sixteen, because of the responsiveness of clients and the level of efficiency employed by Rehabilitation Agencies in using existing Centers, and because of financing and budgetary problems which point up the expense of attempting to operate a fullfledged Rehabilitation Center for the Blind, it appears that emphasis now can more logically lie in the direction of improving services already available in existing Centers rather than attempting to develop additional numbers of these institutions throughout this country.

The early struggling days, the uncertain days are gone forever. Our present subjective observations and even our attempts at arriving at an objective evaluation of the worth of Rehabilitation Centers for the Blind causes us to say today unqualifyingly that Rehabilitation Centers for the Blind, because of their peculiar success in rendering specialized service, are as essential in rehabilitation as antiseptics and antibiotics are in the field of hygiene, or as wings are to a bird by means of which it may soar on to new heights.

Our task for tomorrow is that of applying increased empirical objectivity in building up a store of knowledge and techniques which will enable our Centers to become more and more effective in the tasks they are set to do.

INCREASED EMPLOYMENT OPPORTUNITIES FOR THE BLIND THROUGH AN EXPANDED VENDING STAND PROGRAM

* ROY KUMPE, Managing Director
Arkansas Enterprises for the Blind, Little Rock, Arkansas

I am grateful to the Program Committee for recognizing the importance of the Vending Stand Program by having it discussed on this panel this morning. However, I realize that there are many more of our members who are more capable of handling this subject than myself. We really have two main

* Visually handicapped.

points to briefly consider in this subject. Namely: (1) Increased opportunities for the blind, and (2) the expanding of the Vending Stand Program. Since there could be no question but what we all desire more employment opportunities for the blind, probably the main phase of the subject to be discussed here would be how to expand the Vending Stand Program. However, before we take up this subject it might be good for us to briefly review the Vending Stand Program and see what has gone before, then we will suggest some ways of expanding it and solicit the help of the entire membership of the American Association of Workers for the Blind in promoting and expanding the Vending Stand Program.

History

According to a recent statement made in the speech by Mr. Burt Aycock, Chief of Services for the Blind, Office of Vocational Rehabilitation, at the Southwest Regional National Rehabilitation Association Conference, Texarkana, Arkansas, the Vending Stand Program is now providing 10% of the employment opportunities of the employed blind of the nation. This being true we readily see that the subject is important to all. Most of us think of the Vending Stand Program beginning with the passage of the Randolph-Sheppard Act in 1936. However, I am reliably informed that the New York State Commission for the Blind was placing blind in stands at least 25 years prior to this date. Any one who has served on a Legislative Committee, or worked in promoting bills through Congress, knows that it takes a great deal of work by many individuals and groups before Congress enacts a law. So rather than the Stand Program beginning with the passage of the Randolph-Sheppard Act, let's think of this as a high-water mark in the growth and development of the Stand Program. Naturally it received a great deal more recognition and was aggressively promoted throughout all of the states through the efforts of our President, Mr. Joseph F. Clunk, when he was appointed Supervisor of Services for the Blind in the Division of Vocational Rehabilitation of the U. S. Department of Education. The Stand Program in Arkansas, as well as in many other states, is a monument or testimony of his vision, inspiration, and leadership. It was Mr. Clunk who contributed the idea of the agency management stand program rather than the single so called independent operator. Certainly it is my contention that more blind people have been given opportunities of employment through this method of operation. While the original Randolph-Sheppard Act only permitted licensed blind persons to operate in federal buildings, it was not until almost 10 years later when the passage of the Barden-La Follette Amendments and the establishment of the Office of Vocational Rehabilitation that, through congressional appropriation, federal funds were made available for the purchase of equipment for stands; thus the development of the Business Enterprise Program for the Blind. Finally in 1954 with the passage of Public Law 565, which included amendments to the Randolph-Sheppard Act, we have seen the Vending Stand Program come to maturity and expanded from "in" public buildings to "on" federal properties. Now we have what I would call the era of snack-bar service—vending stands to snack bars or food service. So approximately 50 years from the placing of one blind person in an individual busieness in New York now the stand program embraces organized businesses giving employment to more than 2,500 blind persons throughout the United States and the greatest growth being since the adoption by the states or licensing agencies of the modern chain store method of promotion, modern equipment, business methods of merchandising and adequate supervision.

How to Expand the Vending Stand Program

Now that it is well established that the Stand Program is good and has been successful, how can we soundly promote and expand it in order that we can get more of the "good thing?" In recognition of this problem the American Foundation for the Blind, in cooperation with the Office of Vocational Rehabilitation, sponsored a National Conference on Vending Stands in New York, December 12-14, 1955. More than 18 leaders in work for the blind throughout the Nation spent 3 days in committee work and general sessions trying to define the basic goals and philosophies of the Vending Stand Program

and how to promote and expand it. Time will not permit me to give you a complete report on that work conference. However, I would like to state that I was quite surprised at the variance of opinion and philosophy concerning the Vending Stand Program. I was pleased with the interest and concern for its orderly growth and expansion by the recognized leaders of work for the blind in both private and public agencies. A printed report of this conference will surely be made available by the AFB and OVR. I heartily recommend it to all of you.

Just to give you an idea of the approach taken by the National Work Session, the participants were divided into 4 committees to deal with the following subjects: (A) What should be the basic objectives? (B) What services should be provided to vending stand operators? (C) How and to what extent should services be financed? (D) Who should assume responsibility for the vending stand program in each state? Under "basic objectives" a large majority agreed that the Stand Program should operate as a cohesive structure which would give maximum development of the individual stand operator at the same time insure preference employment to the blind. This could be a completely controlled program operating by a non-profit organization as nominee in which the operator is more or less an employee as a manager, or it could be a series of semi-independent stand operators, of individual businesses.

There was quite a difference of opinion as to what specific services should be rendered to the operator. Some felt that you would only encourage initiative and independence by placing all responsibility, such as buying merchandise, bookkeeping, etc., on the stand operator. Others felt that the agency should furnish these services through supervisors or business consultants, but the conclusion was that services should be adequate to meet the needs of the blind manager in the stand and thus to insure opportunities for more blind rather than to restrict it to the exceptional ones.

Under financing it was agreed that the Stand Program should be capitalized by public funds and in most instances the expansion and supervision should be paid for by public funds. However, it was just as strongly felt that there should be some charge made against the program to contribute to the replacement of equipment and in some instances pay for services and fringe benefits to the operators such as insuring minimum incomes, insurance, hospitalization, vacation and sick leave, etc.

It was unanimously recognized that the designated licensing agency should assume the responsibility of the Vending Stand Program. This is true under present laws and regulations. It was also felt that it is sound that a state agency should be on guard to protect the preference of the employment opportunities of the blind in the Vending Stand Program. However, in order to expand and secure more financing and support of the program, the licensing agency should avail itself of the services of a non-profit organization as a nominee to operate and service the Vending Stand Program. This may be done on a city wide or state wide basis. For example, in the case of the District of Columbia the Washington Society for the Blind is a non-profit corporation acting as nominee. Because there are so many government buildings rent free, this organization has been able to operate as a self-supporting agency and still insure adequate returns to the blind operator and supply fringe benefits in the way of insurance, hospitalization, vacation leave, etc. In Cleveland, Ohio, the Cleveland Society for the Blind is operating a very successful stand program on a city wide basis under the overall supervision of the state licensing agency. We have also operated a successful program in Arkansas as a non-profit organization acting as the nominee for the state licensing agency with the state agency actually paying for the supervision. In other words, it is a combination of a state owned and operated program and a self-supported nominee. The committee on this subject heartily recommended and urged that the state agency consider the use of a nominee in every instance for many reasons. Since the Vending Stand Program is a commercial enterprise and highly competitive, operating through a non-profit agency as nominee with prominent business men on the Board of Directors, greater community support and good will can be secured for the program. This again reacts to the best interest of the individual blind person.

Philosophy

Before the Vending Stand Program expands to its maximum there will have to be some understanding and agreement on philosophy. According to OVR there are 52 designated licensing agencies in the United States with about 75 different methods of operation. [From paper by Harry Simmons, Director of Florida Council for the Blind.] "Of the many vending stand programs in operation to provide gainful employment for the blind, it would be difficult to find any two of them operated or financed in the same manner and there certainly is a wide range of opinions on this subject. To the left we have the opinion that could be best illustrated by the phrase "give them everything and deduct nothing" and to the right we have the opinion that "each program should be entirely self-supporting and the set aside funds should be set at the level to make the program self-supporting." Thus, to my mind these differences are of philosophy rather than a problem of economics. I myself am inclined to follow a middle of the road policy whereby the programs should be at least 50% self-supporting. I believe that in the vocational rehabilitation of the blind, be it through vending stands, or any other phase of gainful employment of the blind, we should keep in mind that our goal transcends mere money. In the total picture of the blind person we must always remember that along with economic gain we must build the human dignity of the individual with whom we are working. Therefore, I believe that for the taxpayer to assume all the costs of the operation of vending stands that are returning a very adequate income to the operator is thinly disguised charity and certainly is not in keeping with the theory that the blind person only wants the opportunity to make good for himself.

The point I am making can best be illustrated by a little play I saw on television the other evening wherein a crying young boy comes into the veterinarian's office bearing in his arms his puppy with an injured paw. The veterinarian with dignity asked the boy if he had money to pay for the treatment and the boy with equal dignity held forth three pennies which the veterinarian accepted with expressed thanks. After the puppy was treated and the little boy departed, the office assistant questioned the veterinarian as to why he had taken away the little boy's last three pennies and the veterinarian said it was for the boy's sake, that the puppy was his and had he, the veterinarian, performed service free he would have been the one that cured the puppy, but in paying his three pennies the boy had assumed a position of responsibility and dignity and he alone was responsible for the puppy's cure.

Over and over we have heard it stated that the blind are only a cross section of the sighted population. Therefore, in considering employment in the vending stand program we should remember that as in any commercial enterprise operated by sighted persons, they will fall in three general classifications: (1) Entrepreneur, (2) the manager, (3) the clerk or sales person. The entrepreneur is the individual who has a native ability to promote his own enterprises by financing, equipping, staffing, etc. This is the independent business man either as managing a small business or a big business. The management group is the one who could, with very little assistance in promotion and financing, manage a business for the entrepreneur. The clerk or sales person is the individual who can work behind the counter, meet the public, place the stock on the counter, make change, etc. and do an adequate job with a great deal of close supervision by the management. Now it is my contention that the Vending Stand Program should be broad enough to meet the needs of the blind falling in these various categories. If you listen to one very highly organized and vocal group who are the self-appointed spokesmen "of the blind" the stand program would only serve a very small segment of our blind population which would be representative of the first group. But in order to meet the needs of the larger group of our other blind, which will be found in the two latter categories—managers and clerks or sales people—the program will have to be organized on the basis of a centrally controlled or agency management method. Through this method of operation the program is adequately financed, equipped and staffed with trained supervisors who act as business consultants to the stand

managers and sales people. When the program is organized on this basis and doing an outstanding job in the community, then the opportunities for expansion are unlimited. Through passage of the Randolph-Sheppard Act and more recent acts, federal buildings and properties can be utilized. With the back-log of experience and demonstration made in these locations it is opportune to expand into private businesses with a snack bar service. Of course again our Canadian friends have long had a successful industrial catering food service but in too many instances in the United States our administrators or workers in the stand program have thought only of small vending stands in public buildings. Now we must raise our sights, extend our horizon and increase employment opportunities by expanding into private commercial and industrial establishments. I know that many states already are doing this. For example, in Arkansas we began our program in 1939 with only one federal building with enough business to support a blind person. From this point we expanded to our state, county and municipal buildings. Many of them did not produce enough business to adequately support an operator. Arkansas being primarily an agricultural state we had very few other opportunities, but since the war the state has been getting some new industries and as a result of a well established business-operated program, it has not been too difficult to secure permission to place snack bars in the small plants. These have proven to be more profitable locations than any of our public buildings. However, again in securing these locations the main sales appeal which won the cooperation of management was the fact that the agency, not the individual blind person, would assume responsibility for the success of the operation. Successful blind operators of the small sub-marginal stands have been promoted to better jobs and their old stands are used to give another person the opportunity to gain some experience. This is another example of the value of having some small marginal stands supported by a total program.

Training

As important as philosophy and method of operation are to the expansion of your stand program, a probably more important consideration is the training of supervisors and stand operators. Many of the states have approached this from many points of view. In some cases experienced people from similar types of business have been employed as supervisors. In other cases the supervisors have been trained on the job. Whatever method is used, it is most important to have supervisors with, first the proper attitude and second the right training because the highest type of supervision is really business counselling.

Each program also has its own methods and techniques of training the stand operator. It seems in most instances it consists only of checking a blind person into the stand with a very minimum of orientation. This might be characteristic of the "sink or swim" method, but in the most successful well organized program the prospective blind operator is first accepted in the Stand Program as a trainee. After several conferences and exchange of information between the rehabilitation counselors and manager or supervisor of the Vending Stand Program, a definite training period consisting of from 2 to 6 months is worked out in progressive steps where the blind person gets definite training in a training schedule and counseling in record keeping, merchandising, customer relationship, information and philosophy of the agency, as well as stand program, and gradually progresses to assistant manager and finally operator of a small stand with the opportunity for promotion in the program upon his merits. Of course, in reality, training never ceases. With the assistance of a well trained supervisor the operator receives training upon each visit. For a continuing program for the operators we have found the use of annual sales meetings very helpful. Again this is a well known practice in other commercial enterprises for sighted persons. A well planned sales meeting will include outside speakers from related businesses and plenty of opportunity for the operators to participate in round table discussions. The exchange of ideas and good fellowship can be a real inspiration to the operator to take pride in his job and develop a loyalty and dedication to the total program.

Summary

In summary we have tried to impress upon each worker the importance of the Vending Stand Program because it furnishes employment to a larger percentage of blind people than any other single industry or employment program. We have observed through 50 years of development of the Stand Program that the time is opportune for its rapid expansion and thus will furnish many more employment opportunities. This expansion and increase can be brought about through: (1) The right philosophy and method of operation by the administrators of the program for the blind, namely, by utilizing the techniques of the agency controlled program and using established nonprofit agencies for the blind as nominees. (2) After adopting the right philosophy and method of operation there must be trained personnel both on the staff as supervisors and blind stand operators.

Thanks for your attention and I hope that each of us will resolve to go back to our homes and promote increased employment opportunities for our clients through an expanded Vending Stand Program.

REPORT OF THE AMERICAN FOUNDATION FOR THE BLIND, INC.

* M. ROBERT BARNETT, Executive Director
New York, New York

The presentation of the Report of the American Foundation for the Blind was made this year by tape recording. Mr. M. Robert Barnett, the Executive Director, was personally present to introduce the recording but indicated to the group that he would not make an address himself other than as his own voice, from time to time, would appear on the tape. Stressing his belief that the work of the Foundation is such that it is important for individual members of the staff to be known to the field, he expressed his regret that not more of the Foundation's direct personnel could be brought to Los Angeles for this year's convention. He publicly recognized those who actually were present, including the following: Miss Annette B. Dinsmore, Consultant in Services for the Deaf-Blind; Mr. Hulen C. Walker, Legislative Analyst; Mr. John W. Breuel, Assistant Director in Charge of the Division of Technical Services; Mr. Alexander F. Handel, Consultant in Community Planning; Mr. Charles G. Ritter, Consultant in Special Aids and Appliances; Mr. Howard M. Liechty, Managing Editor of the *New Outlook for the Blind;* Mr. Alfred Allen, Assistant Director in Charge of the Division of General Services; Miss Irene Frankenthaler, Secretary to Mr. Alfred Allen.

The tape recording was in the form of a simulated interview by Mr. Barnett with various members of the Foundation staff in New York. Conversational in tone, it is not practical to reproduce the entire production in these proceedings. In total, the following persons participated in assisting with the verbal report, but so informally that their remarks will not be printed herein by suggestion of the director himself: Mr. Arthur Helms, Production Supervisor, Talking Book Department; Mr. Carl Weber, Foundation Talking Book Reader; Dr. Helmuth Etzold, Research Sound Engineer; Mr. James Fontaine, Supervisor of the Special Services Department; Dr. Gregor Ziemer, Director of Public Education Department.

The following is excerpted from the recording, printed at the request of the Foundation as essentially the text of the 1956 report.

Miss Helga Lende, Coordinator of Publications and Librarian, gave the following brief report about the Foundation's publications program.

"The Foundation continues to function as a publishing house for professional and informational literature. The AFB publications this year have been of various kinds—reports on national conferences, such as the Workshop for Teachers of Deaf-Blind Children; studies based on AFB fellowship grants, such as Work Efficiency of Blind and Sighted

* Visually handicapped.

Workers in Industry; reports on technical developments such as Technical Research and Blindness; and compilations such as a directory of periodicals and a list of films relating to work with the blind. In addition, a number of smaller pamphlets and leaflets of informational nature have been issued.

"In the periodical publishing field, the Foundation also continues its activities. The *New Outlook for the Blind,* now approaching its fiftieth anniversary, is still observing its original purpose to be a medium of exchange of opinions and of dissemination of news. Changes have been made, however. Formerly a quarterly, the periodical is now a monthly. In coverage of subject matter as well as in news features, it is international in character. Up-to-date innovations as to type and illustrations have been incorporated.

"Another periodical, *Touch—and Go,* for deaf-blind persons, this year has been edited on an experimental basis by a deaf-blind man. His ability to scan other braille magazines and bring to the readers the kind of news so often missed by those who cannot see or hear has brought to this group an added feeling of non-isolation and of identification with the rest of the world.

"Finally, under a cooperative arrangement with the Library of Congress, the two bimonthly periodicals, *Braille Book Review* and *Talking Book Topics,* furnish the only source through which blind persons can be informed of current books available to them in the regular libraries and in other collections."

Upon being asked by Mr. Barnett what area of his work he would like most to discuss, Mr. Alexander F. Handel, Consultant in Community Planning, replied as follows:

"I believe the most important observation that I can share with our colleagues is that in urban areas, there is a vast untapped reservoir of services available to blind persons. I would like to underscore the word *untapped,* for studies reveal that it is relatively rare for a blind person to receive the benefits of the skilled social and psychological services provided by the community for all of its residents.

"I believe that there are three factors that have special importance with reference to this situation. These factors are: First, the strong influence of federal and state agencies in their emphasis of the vocational part of the phrase, 'vocational rehabilitation.' Parenthetically, I must add that I am not critical of this emphasis but believe it should be complemented and supported by voluntary agencies, with an equal emphasis on the social and psychological aspects of rehabilitation.

"The second factor is the benevolent paternalism that continues to characterize many of our governmental and voluntary agencies. This overprotection produces services that are paliative rather than therapeutic —like providing an aspirin to a person who has an infected tooth and needs dental surgery. It tends to make people comfortable —which is fine—provided it is accompanied by services that contribute to developing dignity, strength and independence.

"The third factor that I would like to mention is the fact that community agencies are resistant to extending their services to blind persons. This lack of positive readiness to serve blind persons is due largely to their lack of experience. I believe that we must rely primarily on the directors of our state and local agencies to help break down this paper curtain. It will take vision and sound professional leadership to open the doors for blind persons, if they are to receive the benefits of services that have a major part to play if we are to be more effective in our efforts to serve these persons. These services include psychology, psychiatry, recreation, social group work and most important, social casework.

"This is what we have actually found in case studies covering well over two thousand blind persons in communities that range from the deep south in Atlanta, Georgia to York, Pennsylvania. Currently, we are making similar studies in Washington, D. C. and Boston, Massachusetts, and we expect that studies of this type may be launched very shortly in Phoenix, Arizona, Sacramento, California and Portland, Oregon."

Asked about the extent of requests for community surveys and the technique of self-survey, Mr. Handel continued, "The Foundation receives many requests for its survey service. So many in fact, that at times there has been a waiting period of as much as two years. To meet this problem, we have de-

veloped a very simple technique which is geared primarily to securing the facts on which the local community can evaluate the adequacy of their current services and project their own plans to revise or expand their services to more adequately meet the real needs of their blind citizens. The Foundation has developed the method and the tools necessary to secure objective and detailed information about the blind people living in a given area or community. This information is supplemented by data regarding the services available and the extent to which they are being utilized in behalf of blind persons. We have found that when the facts are made available every community has among its professional and lay leaderships persons capable of and ready to assume responsibility for utilizing these facts as a basis for improving services in their community."

Miss Pauline Moor, Consultant in Education of the Preschool Blind Child, described her traveling and philosophies as follows:

"I've been traveling around in twelve different states, including twenty-six cities, in the last few months. I've had the privilege of meeting with fourteen parents' groups and, I might say, I have met with personnel of five professional training courses, including schools of education, social work and, perhaps what is most exciting of all, institutes for pediatricians—those who are particularly interested in prematurity. . . .

"We all know that the incidence of blindness, particularly among children who are born prematurely, is decreasing; at least it seems that way. Nevertheless, we still have children who are blind with us. I think we cannot overemphasize the importance of the preschool years in the life of any child, and in this instance, in the life of a child who may be blind, first, as a preparation to his later school experience—but you know, what is more important than that perhaps, as a time for establishing himself as a person in his own right, realizing his own capabilities, a sense of his own independence and a sense of his own importance to the family.

"You know, Mr. Barnett, most authorities are agreed that parents should be encouraged to give their blind child every opportunity possible for participation in the normal activities of daily living. This is the way the blind child is going to learn during his early years about the world around him and about the importance of people in his life."

One of the large segments of Foundation service was reflected in the report of Miss Kathern F. Gruber, Assistant Director in Charge of the Division of Professional Services. The formal text follows:

"In the beginning, I would like to talk about field services and about the activities that have been initiated by the Foundation in response to observed and expressed field needs and interests. The professional staff of the Foundation consists of twelve persons and these twelve people, including myself, have given field service upon request, to all but twelve states this year. Many states received the services of more than one consultant, and it is interesting to note that of the twelve states that didn't receive service this year, all but two of them received services from the Foundation in 1954-1955, so we have covered the country pretty well.

"The kinds of services that are requested from the field cover preschool and school age, services for the deaf-blind, services for the war-blinded, research, community planning, vocational planning, and very often, lecturing at colleges and universities. The Foundation receives these requests from different types of people—governors of states, mayors of cities; superintendents of public, parochial and residential schools; parents' groups; universities and colleges; special agencies serving blind persons (both private and public); and general agencies serving all persons (private and public.)

"In the past year, we have conducted three large studies and have made formal reports. One of them was a survey of the Idaho School for the Blind. Another was a survey of the Minneapolis school program for blind children, and a third one, a survey and report for the Connecticut Institute for the Blind, Department of Trades. Those are the three major ones.

In connection with the field work, Mr. Barnett, our consultants often come back from field trips and indicate that there is a need for certain projects, and we initiate them on our own. One of the larger ones on which we worked this year was a continuation of the Bureau of Labor Statistics study which we are conducting in cooperation with the OVR. Another large area is that of Prin-

ciples and Standards of Services for Blind Persons. This is the one which we initiated at the request of the American Association of Workers for the Blind. In this past year, we have developed advisory committees and initiated work concerning library services, vocational services, and social group work and recreation services. In all of these we have an advisory committee of individuals drawn from the field of work and from the basic professions to assist us. It makes our work that much better when we can draw in people from the outside.

"Another activity which we initiated was the development of teaching materials to help stimulate sculpture appreciation and expression by blind children. Another very interesting one is one that we call the 'Benham Project.' This is named for Prof. Thomas Benham of Haverford, who is interested in the recording of science. We are presently reviewing a manuscript which has been developed, which we hope will be a very useful manual for the average teacher or the average reader who has this function to perform; that is, the recording of science material.

"Then we have another very interesting study—the American Foundation for the Blind scholarship study. This covers the thirty years' general scholarship grants to blind persons for higher education. It covers the years 1925-1955; and in that time we gave 523 general scholarships to blind persons. That doesn't mean we gave them to 523 people; there were 247 recipients, as some of them had renewals, and the money total we spent was $132,995. This is going to be recorded in a publication called the American Foundation for the Blind General Scholarships.

"Another project was to lend a second year of support to the Pilot Program in Industrial Home in Vermont. We are doing this in cooperation with National Industries for the Blind and the Office of Vocational Rehabilitation. We also gave a second year of support to the Blinded Veterans Associations Pilot Project covering an intensive follow-up of blinded veterans who are now not employed. We are receiving very thorough reports from the BVA on this.

"Then we conducted a National Work Session on Vocational Training and Employment of Deaf-Blind Adults. In cooperation with the OVR, we assisted in the planning and conduct of the New Orleans Seminar on Principles and Standards for Rehabilitation Centers Serving Blind Persons.

"We called a meeting of the National Study Committee on Education of Deaf-Blind Children, in cooperation with the Michigan School for the Blind. And we also sponsored a National Work Session on Vending Stands, in cooperation with OVR.

"Among unusual projects, we financed the attendance of two blind British physical therapists and their instructor at the Second Congress of the World Confederation for Physical Therapy held in New York City in June. We did this to help us in our endeavors to reopen this profession in the United States to blind persons.

"We've been doing some intensive work on the study of general insurance—life and accident and health and the ramifications of it when a blind person wishes to secure it. We've also made a study of the restrictions against ordaining blind persons as clergymen in the Catholic, Hebrew and Protestant faiths. And we have made some psychological observations and some testing on low-vision persons who are the beneficiaries of our optical aids program.

"We are continuing to cooperate with International Business Machines Corp. on the further refinement of a machine known as the IBM Braille Reader. And also, we are giving financial and advisory support to the Preschool Blind Child Project at the University of Chicago Medical Clinics. And we are presently launching a two-year study of services for blind children in New York State through contract with Syracuse University.

"Those are some of the very unusual ones.

"I'd like to just indicate the kind of fellowship and scholarships we have given in the past years. We gave one full-time post-doctoral fellowship to an individual working in the area of sensory abilities and non-visual learning. Then we gave seven research fellowships, at $1500 each, covering a variety of subjects; five graduate training fellowships, at $1500 each, in social work; twenty general scholarships to blind students, at $300 each; one $1000 Helen Keller Scholarship to a deaf-blind student; thirty-five summer school scholarships, at $150 each; and one special

scholarship to a Rhodes scholar at Oxford who happened to become blind this year and who comes from the States. The total expenditure in fellowships and scholarships for the past year was $38,900."

Regarding the Foundation's effort to influence the general fields of education and welfare toward proper services to the blind, Miss Gruber listed the following examples:

"This past year, the American Foundation for the Blind has maintained a paid membership in the following important national policy-making groups: the Council on Social Work Education, the National Social Welfare Assembly, and the National Conference of Social Work.

"Then in addition, staff members of the Foundation served as consultants or advisors to the following national groups: United States Veterans Administration, Office of Vocational Rehabilitation, Blinded Veterans Association, Delta Gamma Sorority, and the Southern Regional Education Board.

"Another major area in which we work with organizations is that of maintaining active participation, largely by invitation, in the conventions of the following national groups: the American Academy of Ophthalmology and Otolaryngology, the American Academy of Pediatrics, the American Association of School Administrators, the National Conference of Social Work, the American Public Welfare Association, the International Council for Exceptional Children, the National Society for the Prevention of Blindness, the National Association for Nursery Education, the American Psychological Association, and, of course, the American Association of Workers for the Blind and the American Association of Instructors of the Blind.

"And that about finishes the kind of report I would like to make. I am very proud and pleased to present this kind of a report. As I observe the professional staff of the Foundation and the heavy load of work each is carrying, I can't help but state that we have a truly dedicated staff, rendering services over and above the normal call of duty. Their production makes possible a report such as this and I salute them sincerely."

SIXTY MINUTES WITH THE DEAF-BLIND

* LOUIS J. BETTICA, MODERATOR

Director Services for the Deaf-Blind
Industrial Home for the Blind, Brooklyn, New York

It is a distinct honor to be here with you today on this auspicious occasion. Yes, this is an auspicious occasion, for only three times before this day have the AAWB Conventions called for papers relating to the problem of the deaf-blind. We sincerely hope that the AAWB in the future will consider the problems of the deaf-blind important enough to have at least one paper a year devoted to this subject.

In 1929 Rebecca Mark of Ohio told that convention that her five year study led her to believe that there were 532 deaf-blind people in the United States and Canada.

In 1947 Mrs. Dorothy Bryan of the American Foundation for the Blind spoke about the formation of the Service For the Deaf-Blind Department of the AFB in 1946, stating its purpose and asking the cooperation of that convention in compiling a register of deaf-blind persons which would be maintained by the AFB.

In 1949 Mr. George Keane of the Industrial Home for the Blind spoke about the deaf-blind program as it was at that time.

The panel you will hear today consists of persons who have known and worked with and for the deaf-blind for many years and we are here not only to tell our experiences, but to ask you to give more consideration and assistance to this doubly handicapped group who have been neglected and misunderstood too long.

In addition to the panelists listed Peter J. Salmon the Executive Director of the IHB will speak about the Deaf-Blind on the International Level and also about the OVR Study Program now being carried out at the IHB.

* Visually handicapped.

We are very pleased to have Robert Smithdas included in this panel for it is the first time that a deaf-blind man has ever spoken at an AAWB Convention. Mr. Smithdas, as many of you know, was stricken with meningitis at the age of five which left him totally blind and with a very severe hearing loss. Mr. Smithdas' hearing continued to get worse until at the age of eleven he became totally deaf. One year later he was transfered from the Western Pennsylvania School for the Blind to Perkins where he was given extensive speech training in addition to his studies. Upon graduation Mr. Smithdas came to IHB for evaluative purposes and within the year was enrolled in St. John's University, receiving his B.A. degree, cum laude, and later followed this with a Master's degree, cum laude, in rehabilitation at New York University.

Before I introduce the speakers I want to bring to your attention the fact that when they speak about the deaf-blind they are talking about the person who comes within the classification of blind and who are totally deaf—unable to understand connected discourse through the ear. There are many statistical figures we can quote but there is one we quote with a great sense of pride; the fact that there are twenty-four deaf-blind men working in the IHB Workshops and only one is receiving supplementary assistance through welfare. If this can happen in Brooklyn, this can also be done elsewhere. On behalf of the deaf-blind may I say please give to them the same consideration the blind want of the sighted public and give them the same opportunity and show them the kindness and love so necessary to each and every one of us. Let us never forget our obligation to help for they too, are blind.

THE O.V.R. STUDY OF THE DEAF BLIND AT THE I.H.B.

* PETER J. SALMON, Executive Director

Industrial Home for the Blind, Brooklyn, New York

Mr. Bettica has asked me to say a few words about our special project on the deaf-blind now getting under way at our Agency, which has been made possible through the acquisition of a grant from the Office of Vocational Rehabilitation.

This two year study program under the direction of George Keane will review the work carried on by the Deaf-Blind Department for the purpose of finding the basic reasons for its success, what can be done to provide more services for the Deaf-Blind and to compile this information into a monograph. It is hoped that this study will bring to the field the kind of information it needs to assist them in the establishment of such programs throughout the country.

The International Picture

The World Council for the Welfare of the Blind has recently established a Committee to investigate the possibilities of establishing an International Manual Alphabet and to also look into existing services for the deaf-blind throughout the world.

I was indeed honored by being selected as chairman of this committee and it again gives me an opportunity to help those persons whom I feel have been neglected too long.

I was directed by the World Council to select three deaf-blind men for the Committee to study the Manual Alphabet and I know you will be interested in hearing the names and positions of the men selected. They are: A. R. Sculthrope, M.B.E., England, General Secretary, National Deaf-Blind Helpers League; G. van der Mey, Ph.D., Holland, Programmer for Electrical Computers of The Netherlands Telephone & Telegraph Service Laboratories; Richard Kinney, B.A. U.S.A., Instructor in English at the Hadley Correspondence School for the Blind.

In order to carry this work further we will be calling upon several people in the United States, Canada and other countries to serve with me on this committee and through the

* Visually handicapped.

results of the work done by this committee I am sure we will have a more meaningful and more productive life for the Deaf-Blind throughout the world.

EDUCATING DEAF-BLIND CHILDREN

EDWARD J. WATERHOUSE, Director
Perkins School for the Blind
Watertown, Massachusetts

I would like to talk briefly about the complexity of educating boys and girls who are both deaf and blind.

This group of children, fortunately, is small, but in many ways it has been overlooked in the past. Indeed, this is still true to a considerable extent today, since only a minority of them in the United States are getting the education that they should have, and there are very few receiving education overseas.

Part of the problem comes from thinking of these handicaps as merely the addition of deafness and blindness. In practice, we should think along the lines of the mathematicians dealing with geometrical progression, in which things multiply each other when new factors are added. Surprising as it may seem, the two handicaps seem to tend to exclude such children from consideration by educators of the deaf and of the blind. How often have I heard a teacher of deaf children say, "All our techniques are based on the careful use of sight. How can we possibly teach a deaf child who is blind?" No doubt educators of blind children have similar attitudes. However, such education as is provided for blind children, has been established in schools for the blind and to a lesser degree in schools for the deaf. It is interesting to note that in the United States, only one of the dual schools which educate both deaf and blind children under the same administrative setup, has accepted deaf-blind children.

As most of you know, I am sure, Laura Bridgman was the first deaf-blind child to receive an education, and she got it at Perkins from Dr. Howe, beginning in 1837. Howe knew nothing or next to nothing about teaching deaf children. He had had five years' experience with blind children. In this case where both the distant senses were missing, he developed a new technique using the sense of touch. He did what we do essentially, today, though now we have learned ways of training the tactual sense so that it can be used in the understanding of the speech of others, and the development of speech in the deaf-blind persons themselves.

It is unfortunately necessary to take time to point out that the phrase "deaf-blind" covers a great range of disabilities. Naturally at Perkins, we are particularly concerned with children who have lost both these senses before their school experience has come to an end. Even within this group, variations are tremendous, and the most important factor is the age at which hearing was lost. If this comes before speech has been developed, the problem is indeed great If speech has already been established, it is difficult enough to preserve it through the silent years that follow a loss of hearing, but the existence of an understanding of language remains largely unimpaired. The age at which sight goes is also important. If a deaf child has already, through visual means, acquired some language, perhaps even some speech, the educational task remaining after sight goes, is sufficiently serious, but if there is no memory of speech or sound, no knowledge that language exists, let alone speech, then the teacher is faced with what I believe must be as difficult a challenge as any in existence.

Any program for educating deaf-blind children has to be extremely concentrated. All the techniques of learning which can be applied so casually among unhandicapped youth, have to be used with the greatest of care. The teacher has to be prepared to repeat a lesson, not ten times, nor yet a hundred times, but sometimes a thousand or more times before he is satisfied either that it has been mastered, or never will be. It is only during the last few decades that educators in general have appreciated the full im-

portance of good rapport between the teacher and pupil, a thing they didn't bother about when I was a child in school. But Howe, under the stress of a pioneering educational effort, recognized a century ago, the vital necessity of establishing the closest possible relations between himself and Laura, and all our other teachers of deaf-blind children have felt themselves faced with this same need. Annie Sullivan, of course, is an outstanding example. Such popular slogans among teachers as "Make Learning Interesting" provide a challenge of appalling dimensions when the pupil does not see and does not hear, and receives his education through a narrow and frequently obstructed channel.

Perhaps this is enough to remind you that there is no branch of education where the skill and devotion of the teacher is so important. Consequently, the training of such teachers must be of the highest possible standard. It has been mainly because of the fewness of trained teachers, that progress has been so slow. We have, however, every reason to believe that better times are ahead. For the last several years, the Iowa School for the Deaf has had an undergraduate level teacher training program especially for deaf-blind children, and has consequently been able to admit more pupils. Unfortunately, they have only been able to provide teachers for themselves, so far. There have been none left over for other existing departments, or for the new department which might very well come into being if qualified teachers were available.

This September, Perkins, in association with Boston University, starts the first graduate level teacher training course for teachers of deaf-blind children. The immediate result has been that we have been able to double the size of our present department. Of course, it is too early to know just how big this department can grow, or whether there will be graduates from our course who can be spared for other schools, but I believe that I am right in saying that when schools open in September, a higher percentage of the deaf-blind children in the United States will be receiving good training than ever before.

One of these problems in educating deaf-blind children is that of evaluation. All too often, many precious months and sometimes years of work have been wasted in futile efforts to provide children with training, who, in due course, have given every evidence of being uneducable. Yet, the only way to be certain of a child's abilities, is to expose him for a long period of time to an attempted education. Now, with more available knowledge about normal child development and the probable relationship between abnormal development and educability, we are attempting to establish techniques whereby we can distinguish between the deaf-blind children who should be given a schooling and those who should not. Unfortunately, all too frequently, deafness and blindness are caused by some injury or disease which has damaged the brain. In many cases, the deaf-blind child has additional handicaps.

At Perkins we have attempted, for the past two springs, to evaluate each child, using the services of Dr. Helmer R. Myklebust, who has been studying developmental and diagnostic problems with deaf children for some years. We do not know whether the methods we are using are entirely sound, but we propose to continue this experiment for at least another four years.

There is great need for research. You are all aware of the work which Dr. Hayes did in establishing valuable intelligence tests for blind children. It took several decades to establish the validity of these tests. On a comparable basis, with the very small number of deaf-blind children, it might take over a century to do the same. Perhaps there are other and simpler ways of attacking this problem. The American Foundation for the Blind has shown an interest in research among deaf-blind children, and this is an excellent move. We, too, are interested, and plan next September, to start building up the basic data on which research can be established.

It is probable that as we learn more about deaf-blind children, we will recognize the dangers of thinking about them as being similar to those who are deaf and those who are blind. Educationally they do not behave as either of these groups do, so it seems to us. In some ways, for example, in the serious difficulty of knowing how much persistent teaching a child can stand before it leads to harmful results, the children seem to behave more like CP's. It is unfortunate, from the point of view of educators, that the English language

does not contain a unique word for people who do not see and do not hear, a word which contains neither "deaf" nor "blind" in it. Since this is not the case, it is inevitable that we should think of these people in terms of one of these two handicaps. This is undoubtedly satisfactory up to a certain point and no doubt we still need to turn to educators of the deaf and educators of the blind not only to accept responsibility for establishing departments for the deaf-blind, but to giving leadership in planning their programs. Yet it may well be, in our psychological approach to deaf-blind children, experience with deaf children or with blind children may cloud our vision, and prevent us from seeing as clearly as we should, the best approaches to understanding and helping the deaf-blind.

Very briefly I would like to touch upon the difficulties of providing social outlets for deaf-blind children. Communication, is of course, the key to socialization, and in concentrating on communication, as all educators of deaf-blind children do, we are undoubtedly doing much to solve the socialization problem. One of the real barriers, however, to close integration between deaf-blind children and others, even those who are deaf and those who are blind, is the much slower rate of progress which these doubly handicapped children usually make, so that the good companions of one year lose touch with each other by the time the second year comes around. When it is such a slow process to establish good relations between deaf-blind children and others, this is a serious problem.

Teaching deaf-blind children is very costly. Tuition charges at each of the six or seven departments in the United States are about three thousand dollars a year. At Perkins this does not cover half the actual cost, which has to be made up out of the income from endowment and from public appeals. Some states are reluctant to appropriate this money, and your influence as members of the American Association of Workers for the Blind, is solicited, in persuading the appropriate departments in your state to take the needed action if they have not done so already. In some instances, the Lions and other service clubs have given invaluable aid. Occasionally the general public has responded to an appeal, but this is rare. As opportunities for education are made available to more deaf-blind children each year, the financial problems loom larger. Please do what you can to help solve them.

The future looks a lot brighter, but the hopes we have can only be realized only if we have good material in our teacher training courses. I suppose that not one man or woman in a million is ideally suited to this task. Help us to find the best candidates and you will be rendering an invaluable service to our deaf-blind children.

NATIONAL SERVICES FOR DEAF-BLIND PEOPLE

* ANNETTE B. DINSMORE

Consultant for Services for the Deaf-blind

American Foundation for the Blind, New York, N. Y.

A few weeks ago several cases of typhoid fever broke out in one section of New York City and the remark was made at the time that typhoid fever has been so well controlled in recent years that many doctors today have never had the experience of treating cases with this disease.

Although, unfortunately, we cannot say that the incidence of blindness coupled with deafness is on the decrease in this country, it is true that the proportion is low and, for that reason, many workers have never had the opportunity of serving a deaf-blind client. This very fact poses a problem for us who are trying to develop a constructive nation-wide program of service for these people. Deaf-blind people are the minority of minorities—yet their needs must never be underestimated, needs which are multiplied many-fold as a direct result of the double disability.

In studying the progress of services for deaf-

* Visually handicapped.

blind people on a national basis, we see a picture that is, in many respects, encouraging. We have not been working alone, and we have no desire to do so. Constructive relationships have developed with agencies all over the country, and it has been a matter of mutual growth—growth in the awareness of the existence of deaf-blind persons in our various communities—growth in understanding of the complexities life holds for them. We had the privilege of traveling in forty-three of the forty-eight states and the District of Columbia, meeting you and your deaf-blind clients, and considering together possible solutions for individual problems. Some of the trips made were initial or short contacts, but in twenty-six of the states we traveled extensively with staff members in the field to give what may be considered "in-service training." The response has been highly gratifying, and it is of interest to note that in many of the states where we have made intensive trips of this kind, deaf-blind people are being given careful consideration and thoughtful understanding. Through the years we have learned much from you and your clients, and, in turn, we hope that we have been able to bring you a measure of help in various ways.

In our services we are concerned with deaf-blind individuals from the cradle to the grave. As you know, the education of deaf-blind children dates back more than one hundred years, while the effort to focus attention upon the problem as a whole, including all age groups, has been organized less than a quarter of that time. We have been cooperating with educators who have specialized programs for the instruction of deaf-blind children and within the last two years have increased our staff in order to help obtain more accurate information as early as possible, to promote the use of adequate medical resources and legislation to meet financial requirements. We hope to offer assistance to workers in the counseling of parents of preschool deaf-blind children, and help develop techniques in evaluation. But these children do grow up—what then?

More than ninety per cent of the deaf-blind persons on register at the American Foundation for the Blind are over twenty years of age and the greater proportion of these have lost sight or hearing or both in adult life. In looking at the record, it might be said that deaf-blindness is on the increase since in 1946 there were 1,521 on register, in 1947, 1,695, compared with 3,357 as of July 1, 1956. However, these figures represent not necessarily an increase in numbers but an increase in our knowledge through more accurate and complete referrals.

Our register includes those persons who fall within the definition of blindness, and who, in addition, are either profoundly deaf or hard of hearing. According to the functional definition, a person is deaf if he is unable to follow connected discourse through the ear with amplification. Recently we have divided the adult register into two categories, deaf and hard of hearing, with the thought in mind that this division would hold greater significance in terms of service needed. The figures were rather surprising, since we had expected that there would be more than twice as many hard of hearing than deaf.

The total register of 3,357 less 289 children leaves 3,068 on the adult list. Of these, we had insufficient information or contradictory statements on 335, so that it was impossible to classify them. However, of the 2,733 for whom we have complete data, 1,045 are deaf and 1,688 hard of hearing. This proportion is closer to three to two than two to one as we had anticipated.

During the last ten years we have made every effort to analyze the over-all needs of deaf-blind and hard of hearing people. Most of you are familiar with our material aids program through which we furnish hearing aids if they can be used effectively, braille writers, typewriters, watches, clocks, and other appliances, when there is need and there are no state or local resources available. We have offered financial assistance through the Helen Keller Scholarships for higher education, temporary foster home care, and tuition for children pending legislative action. We have spent a great deal of time and thought on the question of communication for profoundly deaf-blind people because communication presents the greatest barrier against family and social relationships and employment possibilities. We have a printed manual describing in detail various methods of communication, a manual designed to assist workers and individuals in making direct contact with deaf-blind people. The Tellatouch ma-

chine is not included since it has been available only for the last two years. The Tellatouch is serving a long-felt need, and is now being used by more than 125 persons. This machine, which was developed at the Foundation over a period of years, is a mechanical device which enables anyone to "talk" to a deaf-blind person by means of braille, whether or not the "speaker" himself knows braille. Printed descriptions of Tellatouch are available upon request.

At present we are making a concerted effort to focus attention upon the employment possibilities for capable deaf-blind workers. They have a very real need—a psychological as well as economic need for remunerative occupation. Enforced idleness for anyone is debilitating, but it becomes even more so for a person shut in between the isolating walls of deaf-blindness. A great deal of public education is needed, but first of all we need a conviction within our own profession, a conviction of the employability of deaf-blind people. This represents a challenge for all of us, a challenge which requires imagination, ingenuity, and the highest possible skill. Resources must be expanded for evaluation, pre-vocational and vocational training, and it is to be hoped that the special techniques necessary may be developed within existing rehabilitation facilities.

Last February the American Foundation for the Blind sponsored a workshop session to consider in detail the problem of Vocational Training and Employment of Deaf-Blind Adults. A limited number of participants were invited, each of whom had something to contribute from personal experience and training. The work session was called in order to concentrate thinking and spearhead the problem. Specific vocational goals were analyzed, such as employment in competitive industry, employment in sheltered workshops, industrial homework, and self-employment. The reports submitted included constructive suggestions and analysis which should prove of value to the field as a whole. Copies of the report of the workshop are available upon request. We hope you will all study it carefully, keeping in mind that this is just the first step. What is your agency doing—what are you yourself doing for your deaf-blind clients? Have you faith in them—have you confidence in them? Or do you find yourself facing a block in this area of service? Let us stop pigeonholing deaf-blind clients as non-feasible for rehabilitation and for vocational rehabilitation in particular because of our own lack of skill, hiding behind the barrier of deafness as an excuse.

Many years ago, when I reached my tenth birthday, I remarked to a neighbor who had seen eighty birthdays, "Now I have passed a milestone in my life and I am not a child now." She replied, "You will find more milestones ahead, and remember you are not quite grown up yet." Services for the Deaf-Blind of the American Foundation for the Blind celebrated its tenth birthday last January. We have passed a few milestones, but we must never forget that there is much to be done and we are not quite grown up yet.

RANDOM THOUGHTS ABOUT THE DEAF-BLIND

** ROBERT J. SMITHDAS, Counselor

Industrial Home for the Blind, Brooklyn, N. Y.

I feel honored to have this opportunity to speak to so many friends and distinguished workers in the field of work for the blind. I never thought there would ever be such a wonderful opportunity to tell you about our deaf-blind friends, and the hopes and dreams we cherish for them.

Everyone is familiar with the fascinating story of Helen Keller's life, and I know that she is admired and loved by all of us. Her dauntless courage and faith have become a tradition for us to follow; she has always been our pathfinder and guiding spirit. It was through Miss Keller's inspiration and friendship that Mr. Peter J. Salmon, our Executive Director, organized the first formal service program for the deaf-blind at the In-

** Deaf-Blind

dustrial Home for the Blind in Brooklyn.

Almost from the beginning of our history, there have always been several deaf-blind men employed at the Industrial Home. Today we have eighty deaf-blind persons on our register, most of whom receive direct service with their individual problems. Our program includes not only training and employment of the deaf-blind, but also training for counsellors from other parts of the country who come to us in order to learn the techniques which we have developed for this specialized work.

This program was inaugurated on June 27, 1945, Helen Keller's sixty-fifth birthday. Miss Keller was present that day to give us her personal blessing and to see her dream come true—her dream that others who are both deaf and blind might find greater success and happiness in life. For the past eleven years, we have made our services for the deaf-blind a regular part of our service program, and we have always felt that our efforts have been amply rewarded. As Mr. Salmon has often pointed out, the deaf-blind respond eagerly to the smallest act of kindness or friendship.

I have always had a keen personal interest in work for the deaf-blind; it was through the special services of the IHB that I received my first vocational training and, later, was able to realize my ambition of higher education and a professional life which could be of service to others. When I first met members of the IHB staff, I was delighted by their friendliness and understanding, and I was surprised that so many of them knew the manual alphabet and used it so well. My training in the workshops taught me the satisfaction one receives from working with one's hands in manual labor. I learned to operate machines of various kinds, and how to achieve a standard of production quite similar to that of sighted workers. And when I began my studies at St. John's University, under the auspices of the Industrial Home for the Blind, my friends at the IHB were always deeply interested in my progress and never failed to give me the counselling and help I often needed with my personal problems.

I have often felt that my success in college was due not only to my own efforts, but largely to the wonderful people who made my achievements possible. Their faith in me, their belief that I would succeed, made all the difference between success and failure. Full credit for my attainments is divided among all the hundreds of people who have helped me—the Industrial Home for the Blind and the American Foundation for the Blind who sponsored my college years; the New York Guild for the Jewish Blind, and the National Braille Press, whose tireless volunteers transcribed so many thousands of pages into Braille for me and all the teachers and friends who have contributed so much to my happiness and career. I am deeply grateful to all of them.

A short time after my graduation from St. John's, I received a letter from Richard Kinney, a young deaf-blind man who had lost his hearing during his sophomore year at Mt. Union College in Ohio. Dick wanted information about my own college experience, so I answered his letter immediately. A few months later he came to the IHB for training in the same techniques that I had used; and in the fall of the same year he returned to his alma mater, where he later graduated with honors. He is now a teacher on the staff of the Hadley School for the Blind, Winnetka, Illinois, where he has made a permanent place for himself by helping others.

I wish that all of our deaf-blind friends could have the opportunities that have come to Richard Kinney and myself. I feel that the future is a very bright one for all of them, now that there seems to be so much interest in providing the education and training they need. Miss Annette Dinsmore, through the American Foundation for the Blind, has been an ardent champion for them, and I know that she will always continue to be one of their staunchest friends. It is also gratifying to note that several schools have developed programs for the education of deaf-blind children. And, as always, the IHB is keenly interested in all the various phases of work in this specialized field. However, there is still an urgent need to understand the problems of deafness and blindness as a serious disability, and to try to find the best possible solutions to them.

At the IHB we have developed a program of social activities for the deaf-blind, and it is truly inspiring to watch them as they participate in various kinds of recreation. Many of our clients enjoy fishing, swimming, bowling and dancing; they play games of cards

and checkers and chess with real enthusiasm. We are also fortunate in having a group of volunteers who enjoy being with them, who understand their needs and regard them with genuine affection and friendship. These young men and women regard our deaf-blind men as personal friends, and really enjoy being with them.

I am especially happy that the American Association of Workers for the Blind has decided to adopt the problems of the deaf-blind as a part of its planned program. I feel certain that the next few years will show rapid progress in helping all of the deaf-blind people throughout the country, and I know that we can depend upon all of you to make this program a real success. This work is very close to our hearts, and it is important that we continue to maintain the leadership which we have always shown in this field as well as in other phases of work for the blind. It takes so little to bring happiness and pleasure to the deaf-blind, and with real effort we can make the program one of the most rewarding that has ever been undertaken.

HISTORY AND PRESENT STATUS OF SPECIALIZED LIBRARY SERVICES FOR THE BLIND

VERNER W. CLAPP, Chief Assistant Librarian
Library of Congress, Washington, D. C.

Ladies and Gentlemen, there is one respect in which history can be counted upon, more than in anything else, to repeat: in the topics on the programs of meetings of national associations. Once before this I have appeared before this association; this was at your Indianapolis meeting of 1941. Col. Baker, who is today your chairman, was then your president; and my topic was—believe it or not—"Some Problems in Library Service for the Blind"!

I have looked back into the old proceedings to see if I could merely repeat what I said to you in 1941; but I find I cannot do so. There have actually been changes since then. (A principal change, if I may so, is that you now meet in an air-conditioned hotel; I well remember the combined effect of heat and Seeing-Eye dogs at the Indianapolis meeting!) One of the problems which most concerned me in 1941 was the duplication of effort involved in embossing books in three types—Braille Grades 1½ and 2, and Moon. That one problem has been satisfactorily solved in the intervening years, but its place has been taken by half a dozen others.

I am no longer, as you know, actively involved in library service for the blind. The unit which I once supervised in the Library of Congress—then known as the Books for the Adult Blind Project—has now been joined with our regular work for the blind in a division of which Mr. Donald G. Patterson is the chief. However, the appropriation under the Pratt-Smoot law amounts to more than 10% of our total appropriations, and Mr. Patterson has frequent occasions to involve his colleagues, including myself, as well as the Librarian of Congress, Mr. L. Quincy Mumford, in the consideration of the problems which arise. It is for this reason that I do not feel too much embarrassed by ignorance of the program to talk to you today. Also, I am able to report to you Mr. Mumford's interest and pride in the work of the Division for the Blind, and to bring you his greetings.

I shall not attempt, at this point in your program, to give you an historical lecture upon the history of library services for the blind, or a detailed account of their present status. I shall limit myself to remarking on some salient points which seem to me as an administrative officer to have pertinence in these connections, and shall refer you to Mr. Best and Dr. Farrell for further details on the history, and to the *Directory of Services for the Blind* for further details on status.

I remark, in the first place, that the development of library services for the blind parallels, in almost every particular (I say "almost," because there are minor exceptions.

as will appear) the development of library services for the sighted.

The first element necessary for library services for any group is that there should be a standardized medium of communication of recorded knowledge. Now, for the sighted, the standard medium of recorded knowledge consists of a series of symbols, generally representing spoken language, written or printed in (generally) black ink on (generally) white paper. This medium is so standardized, so much a part of our lives, as to evoke no comment. Yet, when one thinks of it, it is a very extraordinary development, and in terms of this entire history of the human race, a very recent one. Indeed, the very search for a medium of recorded knowledge only goes back a few millenia; we find its earliest achievements in the cliff inscriptions of the Persians, the hieroglyphics of the Egyptians, the cuneiform tablets of the Babylonians, etc. None of these forms, obviously, was very suitable to the development of libraries, although there were actually libraries of cuneiform tablets at Nineveh and other ancient Mesopotamian cities. But then, someone discovered the enormous advantage of writing in black ink on white papyrus or parchment, and the resultant manuscripts, scrolls and codexes were suitable to be gathered in libraries, and the real history of libraries began. But this was not much before the commencement of the Christian era.

And even these libraries of manuscripts, useful as they were for preserving the knowledge of the past, were hardly libraries in the modern sense—places where any citizen might go to tap the resources of recorded knowledge. They were reserved to those whose professional education enabled them to make use of and to assist in perpetuating them. But knowledge has a way of spreading, and the Middle Ages and the Renaissance played their part in laying the groundwork for later developments by spreading throughout Europe the standards of language and reading and writing which eventually created the demand for wider access to records. You know the consequence; a clever German, Johann Gutenberg, adapted to use in the middle of the 15th century certain techniques, known as printing, which, though they had been available in China for centuries before, had not found there the other conditions necessary to produce a true library development in Western terms.

With the arts of printing and paper-making put to the service of multiplying the records of knowledge, the library for the sighted was assured. But this, let me remind you, was only 500 years ago; actually, the quincentenary of Gutenberg's invention is still being celebrated this year.

Library services for the blind have followed the development of library services for the sighted almost in exact parallel, following just a little behind. In the days when few sighted people could use recorded information, and when oral communication was generally more important than the written kind, it is not to be wondered at if no vigorous attempts were made to find a medium of recorded information for the blind. The wonder is not that a satisfactory medium of recorded information for the blind was not discovered earlier, but rather that it was found as early as it was, less than three hundred years after the invention of printing had begun to make recorded information generally available to the sighted.

I do not need to repeat here the steps by which a satisfactory medium of recorded information for the blind was found and gradually standardized. In retrospect, the developments by which the cut-out letters and such devices as pins stuck in paper on cushions with which Maria Theresa von Paradis was taught to read in Vienna in the 1770's became the simple dot-cells of Louis Braille in Paris in the 1820's, seem very simple, logical, elegant and inevitable to us now, and it is difficult to recapture the anxiety and the anguish of the quest as it must have appeared, for example, to the Abbé Haüy. And it is interesting to note the role that pure accident played in the development; it was Haüy's blind pupil, François Lesueur, who put the search on the right track when he pointed out that he could read, though with difficulty, the raised letters on the reverse of a heavily impressed sheet of paper—a funeral notice! But, though we give Louis Braille's name to the raised characters which have become the standard medium of communication among the blind, it should not be forgotten that what made his system better than others was the fact that a blind man could not only read, but write it—something he could not

easily do with any of the other systems of raised characters, any more than the sighted man could easily make cliff carvings, cuneiform tablets or hieroglyphic inscriptions. It is then to the invention of the Braille slate which made possible the easy production of punctographic symbols in the Braille cell, that we chiefly owe the possibility of library services for the blind, and the name of Charles Barbier must be inseparably linked with that of Louis Braille in the development.

But how blind we were! We frittered away a large part of the 19th century going down blind alleys of methods which, based on the symbols of reading and writing for the sighted, could be read by the blind, but not written by them. It took us almost a hundred years to take full advantage of Louis Braille's invention, the essential features of which were developed by 1830.

Thus library service for the blind really did not become a reality in this country until the first and second decades of the twentieth century (the earliest reading rooms, like the one established in the Library of Congress in 1897 could not give genuine library service in the ordinary sense), but the interval—again like the Middle Ages with respect to the sighted—played its part by permitting experimentation with various mechanical techniques, creating an educated group desirous of library service, laying the groundwork for the acceptance of standards, and developing sources of service and supply. Thus, when a standardized alphabet was finally adopted in the second decade of the twentieth century, genuine library service for the blind in this country at last became a reality.

The work of the Volunteer Braille Transcribing Service of the American Red Cross is perhaps the best example of the manner in which mere agreement upon a set of symbols liberated energies to the development of library services. Without the standardized alphabet adopted in 1916-18, this operation, which brought more than 47,000 volumes (in addition to music and other materials) into the libraries for the blind from 1918 to 1942, would have been impossible. But the very standardization which made the Volunteer Braille Transcribing Service possible also made it almost immediately inadequate. Readers, and the demand for books, increased faster than the Red Cross and the other sources of supply could meet them. Additional sources were necessary.

Consequently, the Pratt-Smoot Act of 1931. This initially authorized an appropriation of $100,000 a year to enable the Librarian of Congress to provide books in raised type for the adult blind residents of the United States, and to arrange for the service of these books through regional libraries throughout the country.

This arrangement seemed at the time like a culmination of events, and to offer a permanent solution to the problem of library service for the blind. It established the principle of Federal-local sharing of costs; it immediately produced a further standardization of practice through agreement with the British on Standard English Braille and through execution of the agreement in the purchasing practices of the Library of Congress; and it provided the framework for a national plan of library service for the blind which could potentially—much better than for the sighted—reach every reader in the country.

But human affairs—and library affairs—have a way of not standing still, and hardly was the Pratt-Smoot law on the books than new developments occurred. And one of these was a development in which the blind would lead the sighted (just as it did, as Dr. Farrell reminds us, with respect to the typewriter)—in the adaptation of sound recording to library problems in fulfillment of a suggestion by Thomas Alva Edison that the records of sound might be made to serve the needs of the blind. The first provision for talking books in the Federal appropriation was for fiscal year 1934. Since then, the original Pratt-Smoot Act has been modified so as to increase the authorized appropriation from $100,000 to $1⅛ million, to provide talking books and talking book reproducers in addition to embossed books, and to eliminate the word "adult." Actually, however, library work for the blind has, ever since 1934, been in the process of absorbing the developments which were achieved by that date, of adjusting to them and of improving their details.

These are the main elements of the developments of library service for the blind. What of its present status?

Under the Pratt-Smoot program there are

28 regional libraries for the blind with a total stock of approximately 900,000 books, of which roughly 600,000 are embossed and 300,000 are talking books. These libraries and this book-stock serve a readership of 55,152 divided 4 to 1 in favor of talking books and last year (calendar year 1955) the readers used nearly 1.5 million books (an extraordinary average of some 27 books per reader) divided 5 to 1 in favor of talking books. Statiscally, this amounted to a total turn-over equivalent to more than 1½ times the whole bookstock during the course of the year, but whereas for the embossed bookstock the turnover was the equivalent of somewhat less than the size of the bookstock itself, for talking books the turnover was 27 times the size of the bookstock itself. Is it any wonder that talking books wear out and the stock becomes deteriorated?

You may be interested to know the magnitude of the Federal contribution to this resource. In the 25 years since the commencement of operation under the Pratt-Smoot Law, the Government has distributed embossed books in the purchase cost of $1,862,974, talking books in the cost value of $6,557,907, and talking book reproducers in the cost value of $3,121,067 (including the reproducers provided under the WPA projects). Repair costs for reproducers have exceeded half a million dollars. An additional Federal contribution comes through free or reduced postage on reading matter and talking book reproducers for the blind; I have not compiled this cost cumulatively, but the Post Office Department estimates the contribution for fiscal year 1955 to have been over three-quarters of a million dollars namely $769,292. This is a sizeable supplement to the fund appropriated under the Pratt-Smoot law.

In addition, of course, to the Federal contribution is the local contribution made by the State, municipal and private agencies concerned with the storage and service of the books and reproducers. I cannot tell you what this amounts to, but it might be estimated to be approximately a half million dollars annually.

While the size of the total bookstock of the Pratt-Smoot libraries has a respectable sound, this total size does not, of course, reflect the number of available separate book titles: this is much smaller. Actually, since the commencement of the program the Library of Congress has distributed only 4,444 embossed titles and 2,847 talking book titles. It adds to these only at the rate of 125-150 embossed titles per year and 220-250 talking book titles per year.

In summary, the blind readership of the Pratt-Smoot libraries is comparable to that of the public library of a city of 100,000 to 200,000 population; the total size of the bookstock would be good for such a city, but the number of titles and the rate of increase is comparable to that of the village in Maine where I go on my vacations—population 200.

The Pratt-Smoot libraries do not, of course, make up the total picture of library services for the blind in this country. There are at least 9 other libraries exclusive of those in the residential schools for the blind, and they add considerably to the number of available titles, especially for embossed books. There are 9 presses for the blind and there are no less than 103 magazines, of which approximately 66 provide general reading matter such as is usually found in libraries.

Nor must I neglect to mention the volunteer services which make such an important contribution beyond what the Federal Government provides—agencies such as Recordings for the Blind, Inc. of New York, Volunteers Service for the Blind, Philadelphia, and the Blind Service Association of Chicago (my omission of many names must not be taken as lack of admiration for the work they are doing).

So much for status. Now, what of the future. Well, the future, I presume, will respond to some of the problems of the present. So let me describe some of them.

The principal defect of present library service for the blind, as I see it, is the insufficiency of titles made available. Whereas the public library for the sighted of even a moderately large community will provide several thousands of new titles for its readers each year (and, through interlibrary loan, give them access to an even greater supply), the Pratt-Smoot program provides only some 350 titles per annum in embossed books and talking books combined. This is due to the characteristics of the media, which make their cost high and not just their purchase cost,

but the cost of storage, servicing, transportation, etc. It is obvious, in consequence, that, wonderful as are the achievements in recording knowledge for the blind, we must look for improvements in the media, for although Congress has given evidence of wishing to be generous in making provision for library services for the blind, yet to provide a thousand titles of talking books per year at present prices would require raising the appropriation by another $2½ million and to provide a thousand titles of embossed books per year at present prices, $600,000 more, and it might be questioned whether an appropriation of this level would be justified by readership which is smaller than that of the public library of a single moderate-sized city—especially since this would be only the first in a chain reaction of increased costs.

But quite apart from the question whether Congress would be willing to appropriate for a much larger annual supply of books, the physical character of the media tends to place limitations on the service at other points. The books are bulky and heavy; the cost of warehousing them is exorbitant, and this cost is now borne by the local institutions which have accepted responsibility for regional service. The weight and bulk effects their transportation also, and the cost of this, as I have mentioned, cannot be disregarded. The same must be said of the lack of durability of the talking books and the talking book reproducers.

There are other problems of the regional libraries in addition to the mere cost of warehousing. A principal problem is jurisdictional in nature, and is related to sources of support. If the regional library is a municipal or private institution yet serves several states, who is to pay for the additional bookstock or for the additional assistant that is required to render the greatly increased service over that for which responsibility was accepted in 1931? But there are other problems also; space and manpower is required in greater proportion to circulation than is the case with library service for sighted readers; there are additional requirements resulting from the fact that the service is rendered almost exclusively by mail: problems of selection resulting from the fact that the readers cannot come to make their own choice of books from the shelves or the catalog and involving the careful maintenance of waiting lists and the circularization of book reviews and catalogs, and the necessity for inspecting the talking books on return in order to check on arrangement and condition. There is besides the necessity for maintaining unusual relationships with a number of agencies over and above those usually involved in library service to the sighted, such as the Library of Congress and the commissions for the blind of the jurisdictions served. Then there are the problems of what to do with unused bookstock, which still has a high reserve value for the indefinite future.

In addition to the above there is, of course, the whole series of problems related to the design, manufacture, distribution, custody, maintenance and repair of the talking book machines. Most of you have some experience, direct or indirect, with these problems. Lastly, there is the problem of the unserved reader; unserved because unidentified, or for other reasons.

These, that I have mentioned, are the problems seen from the point of view of the librarian. But what are to him administrative problems become, from the point of view of the reader, simply bad service. There are many ways in which bad service can be rendered, and I don't know of any ways which we have neglected, running the gamut from failure to respond to inquiries to failure to collect books from the homes of borrowers.

We are, of course, very well aware of these problems, and work is, and has been, going on on all of them. A principal search is to improve the media—to find cheaper but better (e.g., smaller and lighter) forms of the books. This search is being carried on in cooperation with the recording industry and the Braille presses. We had, some years ago, a research and development contract with the National Bureau of Standards on the problems of the talking book; this has now been transferred to the American Foundation for the Blind, and some immediate benefits have been derived and more, in the way of an improved reproducer and lighter records, are in the offing. Similarly, we have a research and development contract with the American Printing House for the Blind on the problems of printing in raised types, and this promises valuable results toward reducing the costs and improving the product of Brail-

ling. Finally, on the general problems of library service for the blind, the American Foundation for the Blind has, as you know, launched an inquiry into these problems in cooperation with the American Library Association and the Library of Congress to be conducted by a high-level committee, the chairman of which is Mr. Francis R. St. John, Chief Librarian of the Brooklyn Public Library. This study, which was the subject of both an article by Mr. Charles Gallozzi and of an announcement in the May 1956 issue of the *Outlook for the Blind* may be completed by next Spring. We anticipate that we shall all then know a great deal more than we do at present regarding the present level of efficacy of the service under the Pratt-Smoot law, and specific directions in which we should move to effect improvements. But, just as the electronic systems which make the talking book possible represent a very high order of achievement which cannot easily be replaced or greatly improved, so the entire existing system for library service for the blind in this country represents a very considerable achievement, and I do not anticipate that it will be brought to perfection overnight. But to a continuing search for such perfection we are dedicated.

PUBLIC UNDERSTANDING OF THE REHABILITATION OF THE BLIND

E. B. WHITTEN, Executive Director
National Rehabilitation Association, Washington, D. C.

In the beginning, let me extend to you the greetings of the National Rehabilitation Association and express my appreciation for having been invited to be on your program today. I am happy to be able to say that the relationship now existing between the American Association of Workers for the Blind and the National Rehabilitation Association is a very pleasant and wholesome one. Together we have been able to do some things that we probably could not have done separately. Contacts between administrative officials of the two organizations are frequent, and I fully believe that relationship between the two organizations will become more and more effective as time goes on. We appreciate very much the fact that you keep us informed of developments in your own programs as they are related to the general rehabilitation movement, and I hope that we have not been negligent in explaining to your own officers the policies and plans of the National Rehabilitation Association.

You have asked me to discuss "Public Understanding of Work for the Blind." I have taken a slight liberty with your suggestion and have given my talk the title "Public Understanding of the Rehabilitation of the Blind," feeling that this is a segment of work for the blind about which I might speak with most authority.

Although it is possible for programs to advance on the basis of misunderstanding or a lack of understanding, I believe that in the long run those programs which are based upon the maximum accurate public understanding will fare best at the hands of the public. My own feeling is that the administrators of a program of social benefits have no more important responsibility than to try to see that the public understands what is being done and why it is being done. I am afraid, however, that some of the things we do to promote public understanding sometimes actually result in something entirely different.

Before we can expect the public to understand the rehabilitation of the blind, it seems to me most important that we understand ourselves what we mean when we speak of the rehabilitation of the blind and what we believe about rehabilitation itself. As you know, there is still a great deal of confusion in the minds of professional people with respect to what rehabilitation is and the part it should play in the total scheme of social improvement. It is not my purpose in this paper to try to tell you what I think rehabilitation is but to stress how important I think it is that organizations attempting to bring about public understanding understand themselves what they believe about rehabili-

tation and be able to express their feelings clearly and in lay language.

It is not surprising that the public is sometimes concerned about what it hears about programs for the blind, including the rehabilitation of the blind. Before one nationwide audience, we may hear that all the blind want is an opportunity to become independent, contributing members of society, in other words, to have their opportunities equalized in such a way as to put them on an equal footing with other citizens. On another platform, and sometimes from the same speaker, we may hear a strong plea to the effect that all kinds of special privileges be extended to the blind without regard to whether the things sought are needed by the blind in order to achieve self reliance and happiness. It is evident that these two philosophies are not compatible. It is quite different to believe that an individual has certain rights just because of his status and to believe that he merely needs to be given an opportunity to make the most of his potentialities. First, then, I say that people who are responsible for public understanding of rehabilitation for the blind should decide just exactly what they believe about work for the blind and then, it may be easier to get the general public to understand. The fact that it has been very easy to get things for the blind on the basis of sympathy has frequently mitigated against a reasoned approach to public understanding of programs for the blind.

Once we know what we believe about the rehabilitation of the blind, we should then attempt to determine what we can do to get the public to understand the problem. One of the factors that is sometimes forgotten is that all public understanding need not be at the same level. We may be able to illustrate this briefly. It seems reasonable to expect that the average man on the street should be able to understand that blind people have problems which other people do not have, that practically all of the blind need specialized professional help in the solution of their problems, that he should know the names and general functions of the agencies or organizations which serve the blind. It seems reasonable that he should also understand enough about rehabilitation to know that it is cheaper to rehabilitate the blind than it is to pension them. This list is by no means intended to be inclusive and we suppose that some of the items mentioned may be controversial.

If our purpose should be that the average man on the street understands these things, it is clear that important civic and political leaders of the community should also understand these things. In addition, such people should understand the relationship of rehabilitation to other community problems, the relationship of disability to a dependency, and the effect upon a community of having a segment of its population which is dependent on account of disability and unable to contribute.

We would hope that professional individuals would understand what the man on the street understands, also what the VIP would understand, but in addition, this professional person might be expected to understand more about the nature of disability, the psychological manifestations of disability, and the functions of the various professional workers concerned in the rehabilitation of the blind.

Having determined what we want the public to know about rehabilitation, it becomes important just how we are going to see that the public gets understanding we want it to have. Of prime concern, of course, is the use of the mass media of communication in telling our story. We are not likely to get public understanding very quickly, if we depend upon the individual approach alone to tell our story. This would be true even if one telling was sufficient. The truth is a person must be told over and over again before he can be expected to have a usable understanding of a problem. This means, of course, an intelligent and persistent use of newspapers, magazines, radio, and television to carry our messages. It takes an expert in public understanding to properly evaluate the use of each of these media for any particular purpose which an organization had in mind. I am not such an expert. I would like to say that in my judgment far too many organizations who can afford them have no one on their payrolls who can advise intelligently along these lines.

Many campaigns of public understanding fail simply because they are not persistent. An agency head may get an idea that he wants a program of public information. He starts out with enthusiasm and gets a really

good program underway. Then his attention is directed toward the next administrative problem and the problem of public information is set aside.

Although it has its limitations, probably the most effective way to get public understanding is to have all individuals who are serving the blind become effective agents of public understanding. Often they have little conception of the importance of this part of their work. When I was in the state-federal rehabilitation program, I found many persons who had been served by the rehabilitation agency in preceding years who didn't even know from what source they had received their help. All they could tell me was that the "state" helped them. It is evident that these individuals had come in contact with the state rehabilitation agency, had received valuable rehabilitation services, but had never had any understanding with respect to what rehabilitation was, and why the state saw fit to make available rehabilitation services to its handicapped people. In other words, rehabilitation counselors may have been doing effective jobs in making services available, but they certainly were not doing an effective job in getting public understanding even of those who were receiving services. I have on numerous occasions found individuals whom the rehabilitation agency had helped go to college. After speaking at civic clubs, I have had such individuals come up to speak to me, telling me that they guess they must have gotten the kind of help I have been describing. They said they never were quite sure about anything except that they had a scholarship or something of that kind that helped them through college. They really didn't know where the money came from, or for what purpose it was appropriated. They just took advantage of it. Here again it is evident that rehabilitation counselors had made services available to handicapped college students but these students never had any full understanding of what was involved and therefore were not effective proponents of rehabilitation after their own rehabilitation period was over.

Another important factor is the effect that handicapped people themselves have on public understanding. There is no question but that many people get their ideas about the blind from the blind people they know. If the blind they know are courteous, constructive, and useful, they will come to think that the blind are that kind of people. If the blind are not interested in being productive or are self-seeking, rude and discourteous, or express the attitude that society owes them a living without any effort on their part, an entirely different impression of the blind is implanted. From a public relations standpoint, it seems to be extremely important that blind people themselves are led to understand how much influence they themselves have upon the public's attitude toward and support of programs for the blind.

Let me summarize briefly. If our programs of public understanding are to be successful, we must know what we believe and be able to state our beliefs clearly and in lay language. We must recognize that there are various levels of public understanding and we must shape our message in order to tell our story specifically to the group we hope to understand our problems. In getting our message over to the public, we must use all of the media which are available to us. An important contributions can be made by well planned and persistent campaigns in newspapers, radio, and television. These media cannot be expected to do the job alone. It is extremely important that every worker in a program understand his responsibility for public understanding of the problems of his agency or organization. It is important that he in turn help every client that he serves to understand the true nature of the work that is being done. It is not too much to expect that every client should become an individual dedicated to public understanding on the part of others. Finally, it is very important that the handicapped person himself understand just how much influence he has upon the public understanding of problems of individuals with disabilities similar to his own. There is no question but that the average person judges the blind by the blind people he knows, more than any other factor.

SUMMARIES OF THE GROUP MEETINGS

GROUP B

MRS. MARY K. BAUMAN, Psychologist and Co-Director

Personal Research and Guidance Center
Philadelphia, Pennsylvania

The evening meeting was called to order by the Chairman, Vernon L. Hull.

Mr. Hull led a discussion of whether the Group B Newsletter should be continued. Opinion in the group strongly favored continuation and four names were suggested for editors for the coming year.

A major part of the evening was given over to the role playing presentation of several problems frequently faced by the rehabilitation specialist. Members of the group volunteered to act the several parts and group discussion followed each problem.

Finally, the group gave some time to a discussion of question raised by Mrs. Mary K. Bauman concerning the sounds which help a blind traveler to find his way. The question arose from Mrs. Bauman's effort to develop a test of the ability to identify such sounds and it was the concensus of the group that while sounds are constantly of great value it would be extremely difficult and expensive, if not impossible, to duplicate them by electronic process in exact enough form to be a sound test.

GROUP C

* MRS. DOROTHY S. ZERR, Secretary

Filed Representative, Philadelphia Branch,
Pennsylvania Association for the Blind, Philadelphia, Pennsylvania

The American Association of Workers for the Blind Group C for Home Teachers and Social Workers Other than Home Teachers Engaged in Work for the Blind met in the Golden State Room, Hotel Statler, Los Angeles, California, two to five, Tuesday Afternoon, July 10, 1956, with the duely elected chairman and secretary in their respective chairs.

The chairman, Sarah Gissendanner, called the meeting to order. Motion was called for

* Visually handicapped.

to dispense with the reading of the minutes. Motion carried.

The chairman reported that the resolution passed at the last meeting that Group C of AAWB recommends that the postal regulations be changed to permit carriers to pick up reading material for the blind, had been submitted to the Resolutions Committee. The authorities in Washington were contacted who, it was reported, felt they could urge carriers to pick up reading material for the blind, but legislation was not necessary.

The chairman next reported that the resolution that we request The American Foundation for the Blind to conduct further research to develop home teaching standards; and that The American Foundation for the Blind be asked to have two representatives from each of the home teaching conferences and the AAWB Group C to serve as advisors on the project, was taken up with the American Foundation for the Blind and she has been advised that they will make a survey relative to further research in developing home teaching standards.

The chairman then gave a brief summary of the progress of the Diseases of the Eye Course. This course will be offered through the Hadley Correspondence School and will be available in the near future. Approximately two hundred people have indicated interest in taking the course. It is believed that a satisfactory plastic model of the eye to be used in conjunction with the course is available. There has been a problem in securing a suitable textbook which is not too highly technical in terminology, but which contains adequate material to meet the needs of those who are interested in the course for AAWB home teacher certification, or as a refresher course.

Robert Langford then suggested that those wishing further information about the course or desiring further discussion could meet with him after the meeting or contact Donald Hathaway.

New Business

Then Robert M. Barnett, Executive Director, American Foundation for the Blind was introduced. He explained that inasmuch as AFB had been unable to comply with the request of the Western Conference of Home Teachers to have a representative at their meeting to report on what had happened regarding the Foundation's announcement of an individual to be employed as a Home Teaching Consultant, he had asked to be given an opportunity to speak to Group C concerning this announcement. At the time this announcement was made at the AAWB Convention in Louisville, Ky., The American Foundation for the Blind was approaching a plan to employ a consultant to consult with home teachers on a local and state level. There has been considerable question with respect as to just what home teaching involves. The AFB has not yet activated that department, because it could not really define home teaching. It is the intention of AFB to provide funds for work sessions during the next year in an attempt to define home teaching.

There is a plan to offer ten fellowships annually of $1500 each available through AFB. The hope is that these fellowships will enable individuals to get a higher level of professional training. It is felt that by making this training available AFB would do more good than to employ a consultant in a field not yet clarified.

Juliet Bindt was recognized by the chairman. She reported that an informal committee had met to discuss the establishing of a Home Teachers' Co-ordinating Committee and read "The purpose of the Home Teachers' Co-ordinating Committee is to exchange information and ideas of interest to teachers of the adult blind, and, furthermore, to encourage and co-ordinate projects and actions that will improve the standards and services of the profession as a whole, and of its individual practitioners.

"Group C and the four conferences of home teachers are offered membership, with two representatives with a unit vote."

Motion was then made that Group C participate in membership in the Home Teachers' Co-ordinating Committee.

Alfred Allen was then recognized and given the floor. He suggested that formation of such a committee might be premature in that the various groups had not had an opportunity to react as to whether or not they felt there was a need for such a committee. He also felt that Group C should not take any action in this matter until all the other home teaching groups had had an opportu-

nity to react regarding such a committee. He also questioned the advisability of Group C participating in the formation and membership of such a committee, not a part of AAWB, without first taking the matter up with the AAWB Board of Directors.

Motion was tabled until the next meeting. Following the conclusion of the business meeting, three formal papers were presented:

1. "A Review of What is Being Done in the Field of Gerontology" by Dr. Nathan W. Shock, Physiologist, National Health Institutes, Department of Health, Education, and Welfare, Washington, D. C.,

2. "How Are Agencies for the Blind Meeting the Needs of Their Older Clients?" by Byron M. Smith, Executive Secretary, Minneapolis Society for the Blind, Minneapolis, Minn.,

3. "Are We Making Use of all Community Services Available to the Aged?" by Peter J. Salmon, Director, Industrial Home for the Blind, Brooklyn, N. Y.

Following a question and answer period, it was moved and seconded that meeting be adjourned.

Dorothy Schaub Zerr
Secretary

GROUP D

* MRS. MYRTLE G. WHITE, Secretary
Raleigh, North Carolina

The Lay and Non-Professional group met Monday afternoon at two o'clock in the New York room at the Hotel Statler, Los Angeles, California.

Mrs. Raymond M. Dickinson, chairman of Group D, very charmingly welcomed the guests and members to the group meeting.

Mr. Jake Jacobson of Portsmouth, Virginia, who is our member of the Board of Directors gave a short report.

We are pleased to have Mr. Alexander Handel with us. He spoke very briefly on the results of the study of the Bureau of Labor Statistics on people engaged in work for the blind. Professional and lay leaders are analyzing this report to determine how to render the best services to the blind. He regretted that he was unable to answer questions readily since he had received the statistics only one day prior to the convening of the convention.

Mrs. Dickinson introduced Mr. Jay J. Stein, Attorney-at-law of Beverly Hills, California. He ably explored his topic, "The Seeing World Looks at a Blind Person." He asked, "How do I believe the seeing world looks at a blind person? The sighted react to the blind as they do to any handicap, because there is a difference. Often they are suspicious because of that difference."

Stein further questions: "Would I wish to employ a blind person in my law office? Would my clients be at ease with a blind lawyer? Would it be possible to employ a blind secretary in a law office? Could a blind person adjust in the many business opportunities? How could a blind person teach in elementary and high schools? How do blind people spend their time socially?" He concluded that "The seeing world must be enlightened as to the capabilities of the blind professionally, occupationally and socially. The seeing world has to be shown and it is only the blind who can show it. The sighted must not be kept in the dark about the sightless."

Mr. Stein's paper stirred the group into a lively discussion. Mr. Dickinson felt that much food for thought was unfolded through the presentation of this paper. Other members of the group told of people who were gainfully employed in jobs similar to those mentioned, but it must be kept in mind that Mr. Stein presented his paper as that of an average sighted person.

Mrs. Dickinson expressed appreciation to both Mr. Handel and Mr. Stein for their contribution to the program.

Group D adjourned to met again in 1957 in Chicago, Illinois.

* Visually handicapped.

GROUP E

KATHRYN C. BARKHAUSEN, Secretary

Director, Services for the Blind, Denver, Colorado

There were approximately 100 persons who attended the meeting of Group E, Tuesday afternoon, July 10, 1956, who listened intently to the two scheduled speakers.

Dr. Margaret Plunkett, Labor Economist, Division of Manpower and Employment Statistics, Bureau of Labor Statistics, U. S. Department of Labor, Washington, D. C., first asked how many had heard her speak on the survey of personnel practices in services for the blind at the morning session of Groups A and F. Since a majority of those present had also attended the morning session, she first presented in more detail some of the especially significant findings of Part I of the Report and then summarized the highlights of the as yet unpublished Part II which will become available later.

Reference to Part I. Rate of return of schedules: Four hundred agencies were found to be in the appropriate "universe" for study. The overall response was 80%, with higher percentages of public than private agencies replying: private agencies—71%, and public agencies—87%. Among public agencies, the specialized agencies responded 89%; general public welfare agencies 86%; public schools 90% (in seven states there is one public school system that has a program for education of blind with sighted children; in 11 more states such programs are more substantial); and 100% of Federal Veterans Hospitals where blind veterans are served.

Groups of Persons Served: Only one-third of reporting agencies confine their services to the legally blind. Of the 40 specialized agencies, 11 serve only the legally blind, 14 serve, in addition, the visually handicapped (20/70—20/200) and 15 have blindness prevention programs. Forty percent of all reporting agencies engage in various types of service to the general public, including child welfare, schooling, and library services.

Altogether 52,400 blind persons were reported served by 267 agencies. On the basis of estimates that the Bureau of Labor Statistics has made, taking into account the 80 agencies that did not reply at all and the 15 who did reply but did not answer this question, it is possible that between 65,000 and 71,000 were actually served, rather than the 52,490 reported.

Services to Multi-handicapped Blind: Seventy-seven agencies reported that they serve the multi-handicapped blind. Other than libraries, the specialized agencies showed the highest percentage—92 percent—serving the multi-handicapped; 87 percent of them serving the deaf-blind and 82 percent serving the palsied or crippled blind. Services are least available to the mentally retarded blind. Only one-third of all reporting agencies serve this group. However, among public agencies, over half the specialized agencies, and 70 percent of the general public welfare agencies do make some provision for them.

Reference to Part II. Part II deals with professional, administrative and technical employees of the agencies included in the survey. The tabulations are based on 3,184 useable replies. An additional 250 which were received were not used because the occupations of the respondents were not included in the survey.

We estimate that altogether there are about 4,500 paid professional, administrative and technical employees in all the agencies covered by the survey. This means that 70 percent of such personnel replied to the questionnaire. Different numbers replied to different questions, however. For example, practically all of the 3,164 respondents answered the question on sex and race while only 2,714 replied to question 10 relating to overall work experience.

Age, Sex and Race: Of the 3,105 reporting their age, 83 percent were between 25 and 65 years; 5 percent were under 25 years; over half were under 45 years. Three-fifths of all employees are women, compared with the much lower percentage (33 percent) of women in the country's labor force as a whole. The high proportion of women in work for the blind is attributable mainly to the high proportions of school teachers and social case

workers. One-third of the 107 directors of agencies or commissions for the blind are women.

Visual Acuity: Of 3,101 reporting on visual acuity, 15 percent were totally blind and another 15 percent legally blind.

There is some variation among the three occupational groups in the proportion of totally blind, 17 percent among professionals, 12 percent among administrative and 10 percent among technical staff. The professional group has the lowest proportion of fully sighted—65 percent as compared with 80 percent in each of the other groups. Only 23 individuals reported their visual impairment as being due to war service.

Highest educational attainment: Three thousand one hundred forty-one staff members reported on their education. Three percent had no high school education, 7 percent had 1 to 3 years and 13 percent had a full four years of high school. Twenty percent had some college training, but no degree; 22 percent had a bachelor's degree. Thirty percent had some graduate work, including 17 percent with a Master's degree, 1 percent with a Ph.D and 1 percent with an M.D. In answer to a question as to what the ideal standard of education should be, Dr. Plunkett stated that the Bureau of Labor Statistics was not in a position to make such an evaluation but the data presented could be used as a basis for the agencies themselves to appraise the adequacy of currently acceptable standards. She also said they hoped to have the complete report ready for distribution by the end of this year.

Mr. H. A. Wood of North Carolina moved that the American Foundation for the Blind write to the Bureau of Labor Statistics requesting that tables be explained more fully than is usual, so that interested persons with a visual handicap could make fuller use of the material. The motion was seconded and carried and the Secretary instructed to write Mr. M. Robert Barnett, Executive Director of the American Foundation for the Blind, requesting this be done.

The second speaker on the program was Mr. H. B. Aycock, Chief, Division of Services to the Blind, Office of Vocational Rehabilitation, U. S. Department of Health, Education, and Welfare, Washington, D. C., who gave a very interesting report on the expansion in Vocational Rehabilitation Services to the Blind that has been achieved under the new Vocational Rehabilitation Law, P.L. 565. He explained that the tooling-up process necessary to take full advantage of the provisions of the Act was well under way with large increases in available Federal and State funds, more staff employed, the expansion of existing rehabilitation facilities, and the establishment of new rehabilitation facilities.

The major provisions of the amendments to the Randolph-Sheppard Vending Stand Act were explained and the progress in securing preference regulations from the Federal Department and Agencies in control of Federal property was discussed. Such Regulations had already been issued by the Department of Health, Education, and Welfare; General Services Administration; Post Office Department; Department of Defense; Treasury Department; Commerce Department; Atomic Energy Commission; and Tennessee Valley Authority. Negotiations were under way with the Interior Department; Agriculture Department; and the Veterans Administration. Mr. Aycock expressed the belief that the amendments to the Randolph-Shepppard Act would open up many new employment opportunities for blind persons on Federal properties and then called attention to the growth of the vending stand program in private industry and on other non-Federal properties. He pointed out that there were vast opportunities for future expansion in this area and discussed a project of the Office of Vocational Rehabilitation designed to assist in this expansion by personal contacts with top management of large companies with plants in a number of States in an effort to secure favorable policy for the use of the Vending Stand Program to meet inplant feeding needs. As such policy statements are secured, the appropriate State agencies are advised so that indicated follow-up activities may be undertaken.

In pointing out the recognized need for an adequate number of trained professional personnel to provide the vocational rehabilitation services needed by blind persons, Mr. Aycock discussed the new training provisions of P.L. 565 and the activities of the Office of Vocational Rehabilitation to assist in meeting this need. He described the following achievements of the past year together with plans

for the coming year: (1) two 4-week training courses for counselors serving blind persons living in rural areas were sponsored with 26 counselors from 20 States participating, another course is planned for this year; (2) two 2-week training courses on Orientation to Placement for Counselors having responsibility for placement of the blind were conducted with 10 counselors participating in each; (3) twenty 2-week Orientation courses for all new rehabilitation counselors, including rehabilitation counselors for the blind, were conducted and at least 10 additional courses will be held in fiscal year 1957; (4) the curriculum for a two-week Orientation course for counselors serving the blind to supplement the basic orientation course has been developed and 3 such courses for 20 counselors each are planned for the current year; (5) teaching grants and 16 traineeships were awarded to the Industrial Home for the Blind for two 20-week professional training courses during the year, this program will be continued during the current year; (6) a teaching grant and traineeships were awarded a university for a 2-year graduate program, with special emphasis on the blind, for rehabilitation counselors; this program will continue; (7) a planning grant and traineeship has been awarded a second university for the development of a similar program; (8) a 1-week refresher course for counselors having responsibility for placement of the blind is being planned for fiscal year 1957; (9) a teaching and traineeship grant was made to Roosevelt University for the second 6-week course for Instructors of Blind Piano Tuners, 14 students from 10 States enrolled, another such course is planned for the current year; (10) the role of the Home Teacher in the rehabilitation process is recognized and the Office of Vocational Rehabilitation is exploring the possibilities for increasing opportunities for professional training in this field.

Mr. Aycock reported that, in addition to the above, the Office of Vocational Rehabilitation with the American Foundation for the Blind cooperating, conducted a very successful 5 day Seminar on Rehabilitation Centers for the Blind in New Orleans, Louisiana. This Seminar was devoted to the development of Principles and Standards and was a follow-up to the Spring Mill Conference of 1951 which developed methods and procedures. The New Orleans Seminar Report is being published and will be given wide distribution.

The significance and impact of the extension and improvement, expansion, and research and demonstration projects to the vocational rehabilitation of the blind were then discussed by Mr. Aycock. He emphasized the importance of the increased cooperation between public and voluntary agencies made possible for the first time by the provisions of the new law.

He pointed out that of the 57 research and demonstration projects approved under Sec. 4 (a)(1) approximately one-fifth dealt directly with the blind. Among these were a project to study the qualifications of professional personnel engaged in work for the blind; three research and demonstration projects in agriculture, one dealing with the rehabilitation of the deaf-blind; one on industrial homework; and two research projects in electronic devices for the blind.

The 35 Extension and Improvement projects included a wide variety ranging from the addition of an additional counselor to the development of homework programs and rural projects.

The 26 Expansion projects under Sec. 4 (a)(2) included the expansion of workshops, expansion of rehabilitation centers, purchase of equipment for rehabilitation facilities, addition of staff, and the improvement and expansion of vending stand programs.

In discussing needs for the future, Mr. Aycock emphasized the following: (1) improved standards for professional staff through more and better training facilities and commensurate increases in salary scales; (2) the importance of considering first the individual and not the handicap; (3) the importance of providing full and comprehensive rehabilitation services to enable each person to achieve his maximum functioning level; (4) to attempt placement only when those served are adequately prepared to meet the demands of the total job situation; (5) for real soul searching to know if we are meeting the needs of those we have the responsibility to serve; (6) the development and *utilization* of an adequate number of good rehabilitation facilities; (7) more cooperation between public and voluntary agencies; (8) broadened community support through a lessening of

conflicting pressure activities; and (9) broader use of community resources and facilities, especially in rehabilitation facilities and in the provision of vocational training.

Mr. Aycock pointed out that some agencies were moving rapidly to meet these needs, and others, for various reasons, are lagging behind. He emphasized that much has been accomplished but that much remains to be done.

Mr. Aycock thanked the group for their attention and expressed his appreciation for having had the opportunity to tell of the accomplishments of the Office of Vocational Rehabilitation during the last fiscal year and to acquaint them with plans for this coming year.

There being no further business, the meeting adjourned at five o'clock.

Respectfully submitted,

Kathryn C. Barkhausen.

GROUP F

ELIZABETH L. HUTCHISON, Secretary

Vice President, The Seeing Eye, Inc.
Morristown, New Jersey

By mutual agreement of the Chairmans of Sections A & F, William E. Bartram and Eugene Morgret respectively, the two Sections met together for the first half of the morning session held July 10th, Mr. Morgret presiding. The program planned was a summary of the findings of the Bureau of Labor Statistics Survey of Personnel and Personnel Practices in Services for the Blind, presented by Dr. Margaret Plunkett, Labor Economist, Bureau of Labor Statistics followed by a panel discussion of the results of the Study. A. F. Handel, Consultant in Community Planning, American Foundation for the Blind, New York, served as moderator and the panel participants were: Dr. Margaret Plunkett; Miss M. Roberta Townsend, Director, Homework & Survey Department, National Industries for the Blind, New York, New York; Berthold Lowenfeld, Ph.D., Supt., California School for the Blind; H. B. Aycock, Director, Services for the Blind, Office of Vocational Rehabilitation, Dept. of Health, Education and Welfare, Washington, D. C.; Miss M. Anne McGuire, Director, New York State Commission for the Blind; J. Arthur Johnson, Executive Director, Columbia Lighthouse for the Blind, Washington, D. C.; Milton A. Jahoda, Executive Secretary, Allen County League for the Blind, Fort Wayne, Indiana.

Mr. Morgret reviewed the steps leading to the Study of Personnel and Personnel Practices, which was the outgrowth of a series of papers and discussions by members of Section F in their group meeting in 1953, 1954 and 1955. (For details see reports of Section F in Proceedings of AAWB 1953, 1954 and 1955.

Mr. Jahoda presented a paper on the "Implications of the Bureau of Labor Statistics Survey for the Standard of Service Being Offered to Blind Persons."

Dr. Plunkett reported on the major statistical findings of the questionnaire sent by the Bureau of Labor Statistics in 1955, to 398 agencies for the Blind. A full report will be published later. We have limited ourselves here to selected facts and highlights discussed by the panel.

Questionnaires were sent to all agencies serving blind persons in continental U. S., employing administrative, professional and technical workers, 80 per cent replied;—71 per cent of the nations' voluntary agencies and 87 per cent of the public agencies participated in this study. The latter employ about two-thirds of all persons engaged in work for the blind and three fourths of the social case workers in the field. One-third of all professional workers are visually handicapped, and a high proportion of the workers are under 45 years old. Only *103* job vacancies were reported, 70 per cent of which were in public agencies and 70 per cent in the professional field—i.e. vocational counsellors, social workers and home teachers. The median minimum salary for professional workers was $3,360.00 a year and $5,240.00 for administra-

tive personnel. In private agencies, the median minimum was higher for technical employees than in the public agency with a median minimum of $3,600.00 a year, while the median minimum for all technical positions was $2,640.00 a year.

The over-all picture of "fringe benefits" was good in relation to holiday and vacation allowances and retirement contributions, but not as good in sick leave and hospitalization benefits.

Following this report Section F withdrew (as previously arranged with Section A) to another room for the panel discussion. Mr. Handel, panel moderator, re-emphasized the fact that the Study was made at the request of members of Section F and opened the discussion by stating that the report brought out a number of facts that warranted serious consideration. His first question was: "What is the significance of a professional median minimum salary of $3,360.00 and a median maximum of $4,370.00? How do these salaries compare to those paid by industry and other non-profit agencies?"

Another question pertaining to salaries: "Is there a significant correlation between the fact that professional salaries are low and the fact that the total number of professional personnel engaged in work with the blind is surprisingly small?"

Discussion: Agencies for the blind are responsible for providing specialized services and to render these effectively they must have well qualified professional personnel. There is little justification for such agencies unless they can provide competent professional services. Unless salaries are commensurate with other professions, progress cannot be made as it will be impossible to attract workers with the necessary professional background.

Question: "What significance is there to the fact that vacancies in agencies for the blind are surprisingly low, whereas there is a gross national shortage in such fields as social casework, social group work, vocational counseling, occupational therapists, etc? Most existing vacanies in work for the blind are in blind agencies, where the percentage of professional workers is higher and salaries are more attractive.

Discussion: This situation may be temporary and may change in the future because of the expanded programs and expanded training opportunities made possible through federal grants.

Question: What is the significance of the fact that 88 percent of the professional personnel engaged in providing services for blind persons in the U. S. are employed by public governmental agencies and only 12 per cent are employed by voluntary agencies?

Answer: This question considered a very pertinent one and should be a point for "soul searching" study. Hope was expressed that the American Foundation for the Blind would take the leadership for studying this situation as the Bureau of Labor Statistics does not do a qualitative interpretation of a report. Panel members expressed their views and cited the need to aim for 100 per cent effective service for blind people, as all agencies have an obligation to them. To give the best possible services requires good personnel and it is up to the agency to take the initiative in seeking professional personnel. Mr. Handel said, "The highest personnel standard must be our minimum if we are to provide the best service for blind people."

It was brought out that it should be easier in the future to obtain professional training due to federal grants for this purpose as well as fellowships granted by the American Foundation for the Blind and the New York Guild for the Jewish Blind for the same purpose.

The consensus of the members of Section F was that there are so many points brought out by the statistical report that need analyzing, that the statistics would be of little value unless studied thoroughly and that the results of this study should be presented at the next AAWB convention.

Hope was expressed that in making this Study both good and bad features of the agencies would be incorporated in the report. Captain Robinson moved that a resolution along the lines of discussion should be drafted and submitted to the resolution committee. This motion was moved, seconded and carried, and Mr. Morgret appointed the following committee to draw up the resolution: Captain M. C. Robinson, Canadian National Institute for the Blind; J. Arthur John-

son, Columbia Lighthouse for the Blind, Washington, D. C.; Miss Roberta Townsend, National Industries for the Blind.

The resolution presented: to the AAWB and passed, was as follows:

"BE IT RESOLVED THAT THE AAWB, in convention assembled in Los Angeles, express its appreciation to the American Foundation for the Blind for its activation of the Survey made of personnel Standards and Practices in Services for the Blind, and record its hope that such studies and reports will continue to be made and

BE IT FURTHER RESOLVED THAT the AAWB express its appreciation to the Office of Vocational Rehabilitation and to the United States Department of Labor for the contribution they have made through the submission of reports by Dr. Margaret Plunkett and

BE IT FURTHER RESOLVED THAT the American Foundation for the Blind be urged to continue to lend its resources and personnel to the interpretation and evaluation of the Survey made by the United States Department of Labor, to the end that the results may be of practical value to public and to private agencies in their efforts to serve the blind in the most effective manner possible.

GROUP H

MARJORIE S. HOOPER, Secretary

Braille and Large Type Editor,
American Printing House for the Blind, Louisville, Kentucky

The meeting of Group H consisted of a symposium of "Men, Media, Machines, and Methods," led by Mr. Nelson Coon, Chairman of the section. Approximately 60 people attended the session, including 11 librarians, 9 publishers, and 5 home teachers. Discussions on the various topics brought out the following information:

Braille

a. Although the recent Foundation Library Survey revealed that only 22 per cent of all users of libraries for the blind read Braille (which 22 per cent read only 10 per cent of the Braille books available), Braille reading seems to be on the increase, although the rate of increase is probably not more than 5 per cent per year. Reasons cited for apparent non-use of Braille books included the great increase in Braille magazines during the past ten years, the fact that 45 per cent of all blind people are over 65 years of age and too old to learn Braille, the suggestion that home teachers do not push the learning of Braille because of lack of time because of heavy case loads, the resentment of many newly blinded people to taking up Braille because of non-acceptance of handicap, etc.

b. Much interest was expressed in the experimental magazine-book, two of which were recently published by the American Printing House to the order of the Library of Congress. It was felt that more popular choices of titles would create a greater interest, as would also the knowledge of the availability of the books as soon as they were reported in the next issue of *The Braille Book Review.*

Talking Books

a. Mr. Patterson of the Library of Congress reported that an average of 200 new titles were recorded for the Library each year, and that he hoped this number would be increased in the future. He also stated that two factors militated against increasing the library of Talking Books: 1. The fact that for the past year 33 per cent of all Talking Books were re-recordings of old favorites which had had to be re-recorded because of improvements in recording procedures, etc.; and 2. The increased demand from the libraries for more copies of each title produced (an average of 175 copies of each Talking Book are now ordered on first editions).

Soundscriber Records

a. A report from Mr. Carlson of Recording for the Blind, Inc., indicated that they were

serving mainly college students, but were attempting to coordinate their services with that of the Library of Congress and local organizations. Little work is at present being done for the high school or elementary student, although it is hoped that this group of readers can be served in the future.

b. The following organizations are now offering Soundscriber service:

Recording for the Blind, Inc., 745 Fifth Avenue, New York, New York

Volunteer Service for the Blind, 332 South 13th Street, Philadelphia 7, Pennsylvania

National Braille Press, 88 St. Stephens Street, Boston 15, Massachusetts

New York Public Library, Department for The Blind, 166 Avenue of the Americas, New York, New York

Clovernook Publishing House for the Blind, Mt. Healthy 31, Ohio

c. There is a great need for a union catalog of Soundscriber recordings, since only Recording for the Blind keeps a catalog (of its own recordings only). Mr. Patterson of the Library of Congress stated that he would be willing to offer the facilities of his Division as a central clearing house and publisher of such a catalog, similar to their Union Catalog of Hand-copied Braille Books.

d. Only Models T, B and C of the Government Talking Book machines are able to reproduce Soundscriber records with any degree of readibility.

Tape Recordings

a. The American Printing House reported that in its REAL Program (Recorded Educational Aids to Learning) it had a catalog of 550 titles, and expected to add some 350 in the fall. Those in the present catalog all came from the University of Minnesota; future additions would come from the catalogs of Kent University and others. The APH dubbings, while mainly of interest to the schools and classes for the blind, are available for purchase by anyone interested. In addition, the Printing House is in a position to make tape dubbings of other tape recordings for any agency which might desire them, on a cost basis.

b. The Hadley School reported that it was using tape recordings for corrections of lessons for their students, also for foreign language lessons.

c. One recorded magazine on tape is now being produced by Dr. Tom Benham of Haverford College—a science magazine. There are also a number of "voice correspondence" clubs throughout the country to which many blind people belong.

d. Mr. Waterhouse and Dr. Dwight C. Smith reported that tape recordings were more in use in foreign countries than the regular Talking Book in disc form as we know it in the United States. Lack of a disc program in Europe is due mainly to the expense involved in providing such few numbers of each disc as the small blind population in each country would require.

e. Mr. Bruel of the Foundation advised that their organization is in the process of setting up a tape-dubbing program for Europe. Equipment is now being sent over to their Paris office, and they expect to start a dubbing service in the fall. Each country is to send their original master tapes to the Paris office of the AFOB for the production of dubbings as they may require.

Esperanto Braille

a. Mr. Coon and Mr. Hathaway of the Hadley School both spoke up vigorously in behalf of Esperanto Braille as an international means of communication among the blind. HCS gives a course in Esperanto Braille.

Moon

a. The circulation of Moon is rapidly decreasing. In 1939, *The Ziegler* had 1460 Moon readers, in 1956 only 382. In view of the fact that Moon is designed for the elderly, and in view of the fact that *The Ziegler Magazine* is of principle interest to the older reader (average age of new readers is 84, and constantly advancing), they would like to know if the Moon edition should be discontinued.

b. Folowing the discussion, which indicated that little Moon is being taught today in this country, it was moved and passed that the research study group under Dr. Nathaniel Raskin of the Foundation be requested to study the advisability of encouraging the teaching of Moon as a system to elderly blind people.

Religious Literature

a. The question was raised as to whether or not there was too much religious literature

being printed for the blind, as had been suggested at the Miami meeting of the Foundation Library Survey Group. It was the feeling of the group that probably there was not too much religious material available, both in periodical and book form (Braille and Talking Book), but rather that there is too little material of a secular nature, such as reprints of regular magazines for the seeing.

Current Research

a. In connection with the discussion of current status of research in the sound recording field in the United States, the Foundation reported that it is doing much work along this line in an advisory capacity to the Library of Congress. In the coming year, the AFB expects to supply the Library with the best reproducer yet, This machine will look very much like some of the older models in some respects, but will be quite different and very much better. In addition, the Foundation is working on a long-range plan to develop a casette type tape recording which will play for 8-10 hours without changing. It will be similar to the film loading of a motion picture camera, and the casette will be designed to simply drop over the spindle of the reproducer and start playing. The prototype is expected to be completed in about a year, following which the transition to the new form would require another two to three years, if the Library of Congress approves of the new method and equipment. The Library of Congress is also experimenting with a selected group of readers on a reproducer without a tone arm, and also with 16 rpm recordings.

b. A similar research project is being conducted for the Library of Congress on the production of Braille, by the American Printing House with the cooperation of the other presses. This research is concerned with not only Braille dot, cell and line specifications, but also the development of new procedures and equipment looking to the production of better and more uniform Braille, at possibly less cost, as well as the improvement in paper, bindings, etc.

Mr. Patterson reported that the backlog of demand for Talking Book machines had about been met, although a few large cities are probably still a little short.

The meeting adjourned at 4:45 p.m.

On the following two days of July 10th and 11th, the regional librarians present at the convention held workshop meetings to consider special library problems. The first meeting covered the recent library survey and its possible implications. The second meeting, held at the Library of the Braille Institute of America, took up library procedures and new developments with much helpful interchange. This group strongly recommended more regional and/or national meetings of librarians for the blind, as well as the publication of bulletins and round-robin announcements. Present at these two meetings were librarians from the following libraries:

Braille Institute of America, Los Angeles, California
Library of Congress, Washington, D. C.
Minnesota Braille and Sight-Saving School, Fairbault, Minnesota
Indianapolis State Library, Indianapolis. Indiana
Perkins School for the Blind, Watertown, Massachusetts
California State Library, Sacramento, California
Salt Lake City Public Library, Salt Lake City, Utah
Philadelphia Public Library, Philadelphia, Pennsylvania
Seattle Public Library, Seattle, Washington
Kreigshaber Library for the Blind, Atlanta, Georgia
Portland Public Library, Portland, Oregon

Respectfully submitted,
Marjorie S. Hooper, Secretary

GROUP I

W. J. STRICKLAND, Chairman

Business Enterprises Representative, North Carolina Commission for the Blind
Raleigh, North Carolina

The meeting of Group I was held the morning of July 10 in the Los Angeles Room of the Statler Hotel. The meeting was called to order by the Chairman who welcomed the large audience of members and visitors. The Chairman expressed regret that Mr. Walter Philips, Secretary, was unable to attend the meeting due to work schedule, and that he had written him to express his regrets to those in attendance. Mr. Carl A. Johnson, Cleveland Society for the blind, Mr. J. D. Paulk, Georgia Co-operative Services for the Blind, and Mr. Clifford P. Tallcott, New York Commission for the Blind, all presented papers of utmost interest to our group.

To take excerpts from either of these well prepared papers would be doing the persons and papers an injustice, so I recommend that you read the papers in their entirety in the printed proceedings.

An interested, lively, and informative group discussion was held at the conclusion of each paper presented. Mr. Gordon Joyner, Board Member of Group I, expressed the opinion that this was the best meeting ever held by our group and predicted that we would grow in members and active participation in the program.

All persons reading these papers will become aware of some of the problems of the various programs, and also of the intense desire by all to bring to the blind people of the United States the best possible programs.

SUMMARY REPORT, STANDING COMMITTEE ON MUSIC

* HERBERT C. TRENEER, Chairman

Chairman, Advisory Music Committee,
Canadian National Institute for the Blind,
Toronto, Ontario

The standing committee on music held its annual sectional meeting on Tuesday, July 10th, from 2 to 5 P. M. The programme as arranged by your committee included three papers which were read and discussed in the following order:

1. "Signs of Progress in the Field of Piano Service," S. B. Durfee, Instructor, tuning department, Perkins School for the Blind, Boston, Massachusetts.
2. "The Career of the Blind Organist," Herbert C. Treneer, Chairman Advisory Music Committee, Canadian National Institute for the Blind, Toronto, Ontario.
3. "Life Enlightened Through Music," Dr. Paul Doyon, Montreal, Quebec.

The subject matter of these papers appears elsewhere in the printed proceedings of the 1956 AAWB conference. Mrs. E. C. S. Simpson presented a report of the recent conference of blind piano tuners which was recently held at the national headquarters of the Canadian National Institute for the Blind, Toronto, Ontario. The final item on the programme was a thirty minute informal piano recital by Paul Doyon, who was recently honored by the University of Montreal with the degree of Doctor of Music.

At the conclusion of the sectional meeting, the standing committee on music held its annual business meeting to formulate tentative plans relative to its 1957 AAWB conference sectional programme, which will be announced at a later date.

We announce with regret the death of one of our committee Viz. Mr. Leopold Dubov, who founded the Braille Musician, with which he was associated until his death.

* Visually handicapped.

REPORT OF THE RECREATIONAL COMMITTEE OF AAWB

* FULLER R. HALE, Chairman

Director, Social Center for the Blind,
Seattle, Washington

The 1956 meeting of the Recreation Committee was called to order in the New York Room of the Hotel Statler by the Chairman.

There were seventy in attendance to hear the three papers which were to be presented on the program. The first paper was presented by Capt. Robinson on behalf of the author of the paper Joseph Lewis, Recreation Director of the Western Division of the CNIB on Recreation at the CNIB. The second paper was presented by J. Milton Johnson of the Braille Institute of America of Los Angeles. This paper gave a comprehensive report of recreation as carried on in and around the Los Angeles area by the Braille Institute. The third paper was a report of recreation at the IHB. This paper was prepared by Arthur Copeland and read by Louis Bettica.

After the formal presentation of the papers there was discussion from the floor regarding the Recreation Committee and its future.

It was the unanimous opinion of the Committee convened that Mr. Fuller R. Hale should be retained as chairman.

* Visually handicapped.

PAPERS PRESENTED AT GROUP MEETINGS

THE PRIVATE AGENCY IN WORK FOR THE BLIND AND CERTAIN CRITERIA FOR DETERMINING ITS EFFECTIVENESS

PHILIP S. PLATT, Ph.D., Executive Director,
and
MARIAN HELD, Department of Direct Services,
New York Association for the Blind, New York, New York

I. Introduction

While this paper is concerned only with the private voluntary agency for the blind, we cannot approach our subject without a sincere acknowledgment of the importance of the official agency and of the close teamwork which should, and ordinarily does, exist between them.

We need hardly remind this audience that neither the voluntary nor the official agency can do everything itself. Each is supplementary and complementary to the other. But the voluntary agency has the freedom, independence and potential initiative that the statute-limited official agency has not. The resourceful voluntary organization can do pretty much what it pleases, and when, where and how it pleases. This is a staggering responsibility. How well the local agency for serving the blind lives up to its responsibility is not for the authors to attempt to say. We hope only to make it a little easier for each agency to decide for itself.

Because of the growing concern among agencies for the blind everywhere as to the future of their work, owing to the constantly increasing number of blind people, we are happy to present this paper with our suggestions regarding what they may face if they are to be effective organizations. Costs of more adequate programs are mounting alarmingly, and all directions continue for further expansion. Who is not conscious of unmet needs—improved preschool services, summer camps, low vision lens service, occupational therapy, and recreation for the newly blinded and for the poorly adjusted or elderly, better training and placement services? Shall already crowded programs be stretched and more space, staff and of course funds be more ambitiously sought? If so, a critical review of the agency's work and its various needs is necessary.

Let us first look at the needs of the individual and of the agency and then discuss some ways of evaluating them.

II. General or universal needs of the blind

From a long-range viewpoint, what does every human being want? The blind person

wants no less. Does he not want a place he can call home, social contacts with people who are compatible, a reasonable solution of his daily living problems, such as his work, his ability to get about, his meals, his recreation and emotional satisfactions? Furthermore, in order to maintain a feeling of equality and security in this busy, rather selfish world of ours, he needs the continuance of normal, everyday living in association with relatives and friends—the give and take, the intimacies of family life, the round of entertaining at home or visiting, going to church, the movies, the theater, summer-vacationing, and so on. These are all important desires not easily satisfied.

The needs of the blind person without family ties are even greater because social attachments—the feeling of "belonging" to a group, clubs, community, church—are important beyond most other human needs. But is the seeing world ready to accept those who have not fully adjusted to their handicap? Even personal relationships rarely remain the same when blindness occurs.

Gainful employment gives any human self-confidence, inward satisfaction and freedom from the haunting fear of dependency. Even more does the visually handicapped person depend upon his ability to work to maintain his status as a useful and wanted citizen. Once he has the assurance of employment, or a definite source of income, he seeks the outlets of a normal social life. If he is capable of handling a job, he then feels the need of recreation for his leisure hours, hobbies, and friendly companionship.

While achievement of complete adjustment may be years away there are needs that can be more readily met, such as medical and ophthalmological services, Talking Books, emergency financial aid, the solution of some immediate personal or family problems, a feeling that there is someone who will talk with one and share his problems and give him sensible advice, and healthier viewpoints.

Brief as is this general picture, does it not raise the vital question: How is a private agency equipped to help a blind person to these and other realizations, particularly self-respect and self-support, since these services are the reasons for its existence?

III. Certain Essentials of a Private Agency

It is doubtless elementary to remind this audience that a good private agency must conform to a few basic requirements. We shall state these necessities as we see them.

The first essential of the incorporated private agency is its board of directors. This can be a tower of strength or a false front behind which there is neither a sense of responsibility, nor genuine interest, nor competence. It is profoundly true that the more board members give of their time and thought to an agency, the more rewarding is their service and the stronger the agency. A crucial test of a board of directors is the type of executive it selects, and the type of backing it gives him or her. While its members must have an individual feeling of responsibility and of being needed, and must have reasonable knowledge and understanding of all aspects of the agency's work, they should consult and advise with the executive director or his staff. They should not destroy morale by usurping the executive responsibilities of the administrative staff. As a board, it determines policies, it does not execute them. To be a strong board, it should be representative of the community and not of a stratum of society nor special narrow interests. There can be very few inactive members if the board is to be outstanding.

But even the most talented, hard-working board is helpless without a sympathetic and competent staff, trained in at least some of the disciplines required in this field. Personnel is in truth the crux of our problem.

It goes without saying that board and staff exist only to develop the needed services, adequate physical facilities, the goodwill of the public, and a loyal body of volunteer workers.

A final essential of the private agency is the "where-with-all." Financial support from the community is as essential as air and water to the living organism. This is too large a subject to discuss here, but it is one to which every agency, whether in a community chest or not, should give much time and thought.

IV. Guides for Evaluating Service Programs

We are constantly learning how varied and incomplete are the programs of our agencies.

Yes, many programs have just grown like Topsy! How few agencies have arrived at their programs through careful evaluation of what they can do best! However, it is certainly true that a multi-service program is desirable since it enables an agency to meet more completely the basic needs of a newly blinded person in all areas pertaining to his adjustment, training, employment and recreation. On the other hand, many organizations came into being in a smaller and tentative way to meet a specific need—a workshop or boarding home—and gradually grew in scope and in quality of service. Very few agencies can remain static and not deteriorate. As needs are demonstrated, funds usually become available. Growth is inherent in our American scene.

Undoubtedly from the present awakening of interest of the American Association of Workers for the Blind and the American Foundation for the Blind in criteria, standards, and relative values of our activities, better guides for evaluating service programs will evolve. These may eventually take the form of objective standards. Discussion in this paper will be confined largely to subjective criteria, or at least to criteria that in the last analysis are measured by attitudes of mind and feelings of accomplishment of the blind individuals concerned. In other words, these are individual-centered judgments.

A. The New Client and the Agency

So we begin with our first question—How does the private agency introduce itself to a new client?

How easy it is to forget the importance of this first contact, whether it is at the agency or in the home of the client! This does not begin with the interview with the social worker. It begins usually with what the client has heard of good or bad about the agency. It begins long before the first contact at the reception desk. It develops as the client waits in the waiting room. Then comes the first interview, in which courtesy, consideration, tone of voice, privacy, freedom from interruptions, and sympathetic understanding, friendliness, common sense and underlying confidence in the future, communicate themselves to the client. This is a communication not only of words and ideas but of feeling.

As the client progresses through his conferences with medical and case workers, the home teacher, the psychologist, perhaps, training instructor, recreation and employment counselors, the therapeutic and training facilities of the agency all come into play. Also as blindness comes to be accepted as a handicap to be lived with, and as the client learns how to live more abundantly, so that he becomes ready for serious purposeful training,—while all this is happening, the agency is facing its greatest test. How successfully is the client progressing? Let us express it this way: *The progress the individual makes is the real test of the success with which an agency meets the individual needs of a new blind client.*

B. Training of Blind Individuals

It may be assumed that except in the 12 states that have provided rehabilitation centers for their own blind and in some cases for the blind of neighboring states, the private agency will have provided facilities for training not only for Vocational Rehabilitation Service trainees but for others who do not qualify for state-supported services. The private agency that undertakes the training of blind adults of both sexes, of all ages, and of all degrees of ability and disability, must have faith in the blind and in their ability to profit from appropriate training. Such a program will provide training on suitable machines for normal, competitive employment in many fields, using for some the specialized workshop as an essential further training ground, as well as a haven for those who cannot hold down jobs in outside industry. It will train those less able for modified, non-competitive, somewhat remunerative, part-time work, perhaps under the agency's supervision. It will give encouraging supervision and on-the-spot training to elderly individuals, even if their efforts are limited to "busy work" activity, which is largely recreational in character. It will help those able, but not desiring employment, to acquire the means of more happy, independent, effective living through learning certain pleasure-giving skills. For the exceptionally gifted, who can be happy only in creative work or in the professions, it will assist in such ways as the individual can accept.

The agency requirements for doing these

tasks effectively are adequate staff, financial resources, community contacts, sales outlets and a reputation for integrity. Again the measure of success or failure of this program is: *The satisfaction of the individuals themselves and their effectiveness in whatever they undertake.*

C. Should the Agency Accept Responsibility for Placing the Blind Persons it has Trained?

Although the State Employment Service and the VRS are invaluable allies in the placement of blind persons, it is our opinion that the private agency that trains persons cannot escape a responsibility toward them. This responsibility requires the employment, so far as is possible, of blind people of ability in its own agency. It must practice what it preaches. Fortunate is the agency that reaps the rich benefits of leadership, at every level, of competent blind individuals.

Second, it must find opportunities for employment in sighted business, industry and the profession for its qualified trainees.

Third, for a long time to come it should provide the type of occupational activity represented by the workshops for the blind, both for the manufacturing of salable articles and for sub-contract assembly work, in which blind workers, not otherwise gainfully employed, may earn a livelihood. And here we can never be satisfied if the wages do not at least equal those paid similar sighted workers for comparable work performed.

Fourth, there is, of course, the subsidized "opportunity" or "occupational therapy" type of activity to keep blind men and women, not otherwise employable, engaged in worthwhile creative work.

Lastly, opportunity should be given the homebound to be gainfully occupied not only with handcrafts but also with "assembly" work operations desired by industry. *The criterion for success or failure in this field will be found in the degree to which each of these outlets are meeting the needs for employment.*

D. Shall a Private Agency Provide for the Recreational Needs of its Blind Clients—Old and Young?

Before attempting to answer this question, the facilities available to blind people should be considered. Let us first mention recreation provided by a private agency, whether a multi-functional agency or one concerned with recreational activities alone. The activities provided vary from those of a cultural and intellectual character to those that provide the simplest entertainment or social parties. In such a setting the blind are never isolated groups. Of necessity there must be sighted assistants, volunteers, etc., but the blind are in the majority.

In defense of the centralized agency-directed recreation program, it should be observed that during a single visit a blind individual can participate, at no expense to himself, in more numerous and more varied activities than he could enjoy in the outside world at really great expenditure of time and money.

Agencies for the blind have been criticized by many progressive social workers who feel that the efforts to give recreation to blind people should be channelled in another direction, that is, to open doors of community programs for sighted to include the blind, such as at bowling alleys, in scouting, at Golden Age Clubs, etc. "Nothing is either all black or white," as the saying goes. Efforts have been made in this direction, and as time goes on they will be increasingly successful. As handicapped people in general are more and more accepted into community life and work, the blind will also be included. There have always been adequate blind men and women who desire no part of agency help. There are others who require just a start in acquiring certain techniques and attitudes. This is as it should be.

For others who lack the initiative, background, resources and time to find most of their outlets on their own, there is a need for the well-organized, varied, centralized recreational program, such as the "Y's" and neighborhood centers provide. Necessarily, recreation programs must be limited by the physical facilities available, operational budgets, staff interest and resourcefulness, amount of volunteer assistance that can be enlisted and the numbers of blind involved. Ideally, perhaps, they should embrace all aspects of physical, mental, social, artistic, musical, dramatic and creative outlets, the useful arts of daily living and participation in group dynamics. Such extensiveness would hardly be

possible or desirable in the smaller agency. The challenge lies in giving one's clients what they most desire.

We ask that one recognize the immense diversity, dissimilarity and individuality of blind persons and admit that there is need for as many different approaches as possible. Whatever is attempted, however, must find its justification in making participants satisfied, happy and relaxed, and with a feeling of achievement. Participation should be entirely voluntary. The atmosphere of a recreation program is extremely important. *We suggest that the criteria for success of a recreation program are to be found in (1) the easily sensed atmosphere prevailing in the activities; (2) the vitality of the program as judged by its drawing and holding qualities; and (3) the beneficial effects on the individuals as judged by their personal development.*

E. What Should be the Responsibility of a Private Agency in Regard to Blind Preschool Children and Their Parents?

In most states service is undertaken by the state official agency for the blind for rural and city children where no well-organized private agency exists. Where the latter does exist and is competent, the state agency may leave the field to the local private agency.

Parents confronted with the fact that their child is blind react in various ways. Usually they seek and welcome advice and counsel from an experienced worker whose understanding and guidance give them assurance that they are not faced with a hopeless situation. The sooner home counseling can be offered after blindness is diagnosed the better, particularly before patterns such as overprotection or rejection are too firmly established and the child develops behavior difficulties. It is also the responsibility of the home counselor to make the parents aware of community resources available to the child, and to refer those children she feels are ready for group-play sessions, nursery school experience, and other activities. Parent-teacher meetings are essential as a part of his education. Whether the child is accepted in a sighted nursery school or in a nursery school for blind children, these crucial years before entrance into elementary school require the best professional guidance that is available. The resulting development of these children is the highest reward an agency can ask. *Criteria for success are: (1) the development of the child himself; and (2) a better understanding of him by his parents.*

F. Should a Private Agency Operate a Residence for Blind Men or Women?

Although this is an academic question for most agencies, it is a sufficiently real one, since 48 agencies operate residences, to justify our considering it. As a matter of fact, it is only in recent years that it could have occurred to anyone to question the propriety of such a function. The forward-looking philosophy of integration is responsible for this new questioning, the argument running that a blind person's need of individuality and integrity is such that he is better off living as a boarder in a hotel, boarding house or foster home, or home for aged sighted persons, than living with other blind persons in an institution conducted for that purpose alone, regardless of what it is called. While, perhaps, a whole paper could be devoted to a full exploration of both sides of this argument, we are going to discuss it very briefly.

It is because people and their needs are so unalike that we feel it is unwise to favor any one answer. We strongly feel that there is a need for all types, from one extreme to the other. What is one man's meat is surely another man's poison! The family home, the foster home, the boarding home, the family hotel, the big hotel, the club, the specially operated residence of active working blind people, and the home for the aged—there is a place for each. For each is the answer to some individual's need or wishes.

Each of us is entitled to his opinion as to which means is the best for the greatest number. None of us should insist that his answer is the right answer or the only answer. Each solution may be right in principle and wrong in the particular case in question. Let us not be arbitrary but strive to make each and every solution as ideal as we possibly can.

V. Criteria for Judging the Soundness and Effectiveness of an Agency's Services

We recognize that there are certain tests that are sometimes employed to justify the services of an agency, as for example apparently satisfied clients and continuous in-

take of new clients. While these simple tests have some validity, the best criterion, in our opinion, is that individuals, often fearful, discouraged, even hopeless, become under the patient, helpful, sympathetic services of an agency well-adjusted, self-assured, reasonably proud and happy individuals. This is possible only with understanding workers and the healing grace of time. The results speak for themselves.

Such rehabilitation is the result of innumerable influences and factors, not necessarily stemming from the agency. But some idea or measure of the agency's influence and the soundness or effectiveness of its services might be had if an agency can honestly say: (1) Its blind clients become better adjusted and, therefore, find satisfaction in their social and home contacts; (2) If employable, clients are working; (3) Those employed have opportunity for advancement, better jobs and greater earnings; (4) Every effort is made to give clients the best care of eye specialists, including optical aids, general medical care, and mental stimulation; (5) Clients, desiring contact at home, are visited frequently enough to be able to communicate their needs promptly; (6) Its case recording, statistical reports and periodic analyses of case loads are effectively carried out.

Critical review and evaluation of an agency's work, by the most objective staff members and by qualified outside judgment, are essential from time to time, and especially when new programs of service are under consideration. Difficult decisions to do one thing rather than another will always have to be made. They should be made in the light of *all* the facts and circumstances.

Most agencies represented in this audience have procedures that require a minimum of administrative check-up or delay in serving those already fairly well-adjusted clients having specific needs, such as Talking Book, cane-travel technique, reader service for a university student, recreational outlets, guiding service, etc. To give complete and concentrated attention over a long period of time to others requiring basic services of adjustment, rehabilitation, training and placement is another matter. For these there should also be those invaluable conferences and consultations among the staff actually working with the individual, so that each worker's experience can contribute to the solution of the clients' problems.

If such important services as home and class teaching, operation of newsstands and concessions, transcribing-typing training, guiding and transportation, summer vacation camps, etc., are not given a prominent place in our preceding discussion of an agency's program it is because we have not attempted to cover the entire field of activities and we realize that these additional major functions of an agency are being presented in other conference papers.

Summary

We have tried to point out the place of the local private, voluntary service agency for the blind in relation to the official agency. We have pointed out that the needs of blind people are those of every American, plus some special needs. The essential features of a private agency have been indicated. Then we tested an agency by the impression it makes on a new client, by its effectiveness in training and placing blind individuals, by the character of its recreational activities, by its advisory service to parents of preschool children and by the opportunities offered blind people to live where they prefer, suggesting that the acid test for any service and for the agency as a whole was its effect on the person helped.

Ten Suggested Criteria of an Agency's Effectiveness

In conclusion we should like to list ten criteria of a private agency's over-all effectiveness, remembering that such an agency is a trustee of the confidence and generosity of the public in a field of personal service to a group whose response to a grievous handicap it deeply admires. These are not altogether objective criteria, and standards of achievement are not indicated. Each agency may thus judge for itself now against what it considered its achievement a year or five years ago. All that is required is honest self-analysis.

1. Atmosphere of an agency and the attitude of the blind in it as judged by impartial outsiders.
2. Degree to which competent blind persons are employed in all types of positions in an agency.

3. An agency's success in enlisting and keeping effectively at work a corps of loyal, devoted competent volunteers.
4. Constant improvement toward a more active, informed and representative board.
5. Evidence that the top executive and principal assistants are serving the agency in a constantly more effective manner.
6. Efficiency of the business administration —its book-keeping records, payment of bills, purchases, and maintenance and repair of the buildings.
7. Efficiency of fund raising where this is done by the agency—cost per dollar raised, number of contributors, and the amount available per client served.
8. Effectiveness of publicity and public relations—use of newspapers, magazines, radio, TV, pamphlets, reports.
9. Up-to-dateness of personnel policies—salary levels, increases, pensions, insurance, turnover.
10. Extent of public acceptance, as evidenced by specific gifts and bequests.

In the last analysis, agencies will be evaluated by the quality of their work, esteem with which they are held in the public's mind, cooperative relationship with each other, avoidance of wasteful duplication of service and the goodwill of blind people themselves.

REMARKS

W. A. PETTIT, M.D., Member, Board of Trustees
Braille Institute of America, Inc., Los Angeles, California

I would like to congratulate Dr. Platt and Miss Held on the inspiring paper they have presented. The organized, detailed manner in which they have presented the subject bespeaks a wealth of experience and understanding of the problems of the blind. It would be presumptious for me to try to add to their conclusions.

As a member of the Board of Trustees of Braille Institute, I feel we should constantly keep in mind the appropriate field of activity of the 'private agency' as distinguished from the 'public agency,' and avoid duplication of efforts. It *is* the responsibility of private agencies to study and appraise the activities of the public agencies and provide a leadership for movements to improve public services when necessary.

"Man does not live by bread alone." Public agencies can feed, clothe, and shelter the blind but they cannot provide the fullness of life that is the inherent right of every human being. It is the responsibility of the private agency to so expand the horizons of the blind that they will be able to make the most advantageous use of the abilities with which they were endowed at birth. 'Man is that he might have joy.' Joy is the natural dividend that accrues from a worthwhile task, satisfactorily performed. The Board Member should provide the necessary facilities to permit the blind to develop and exercise his latent talents, and thereby grow to the full stature of a man.

Normal human beings are so dependent upon 'sight' that they become panicked by the mere thought of blindness and forget their other 'God given' resources. My thoughts go back to an attractive girl in her early thirties whom I was asked to see several years ago—a successful commercial artist who was told she faced inevitable blindness within a short time. Marshalling her physical resources, she sought anonymity in a large city (Los Angeles). Withdrawing from her former friends, she established herself in isolation to 'await the inevitable.' It was the private agency that discovered and violated that isolation and brought her into contact with a new life of service and satisfaction. When brought to my office to discuss her problems, it was the accomplishments of my blind friends that served as the key to unlock a whole new world to her. Stories of the accomplishments of Bob Atkinson and other blind people I have met over the past 20 years so inspired her that she exclaimed, "if they can do it I can!"

I was once asked to see a blind boy in his early twenties. A wonderful physical speci-

men, he had installed himself on East Fifth Street—known in Los Angeles as 'Skid Row.' His public grant paid for subsistence and he spent his time lounging around the saloons of the area. What a tragic waste of a human resource just because of his ignorance as to the resources that were available to him!

What then is the responsibility of the Board of a private agency? Is it not to so organize and equip the agency as to locate and inspire the blind? Inspiration to a better life and orientation within that 'new world' is a task requiring specialized facilities staffed by dedicated, understanding leaders who can lead because they themselves have fought and conquered the same problems. One adjusted blind person, backed by the resources of a well-organized, well-equipped private agency, is a more potent power to inspire, to orient, and to stimulate the blind to enlarge their field of activity and partake of their full share of the joy of living than all the public agencies. Both are necessary, but without the personal contact of the interested friend, the future to the newly blind is terrifying.

The private agency, with the best of facilities and equipment, staffed by an expert faculty, is of little use to the newly blind who is buried in black despair, until a direct contact is made. The average citizen gives so little thought to the problems of the blind that they are a poor source of help. The average physician is so preoccupied with the problems of his practice that he is usually not aware of the resources available to the blind. Even the ophthalmologist, who is an expert on the causes of blindness and the possibilities of treatment, is rarely equipped to advise the candidate for blindness, or the newly blind, as to the possibilities for social and economic rehabilitation. Referral to the public agency is the common limit of their service.

How can the private agency meet this need? Not by 'hiding its light under a bushel.'

Suggested Activities:

1. An aggressive campaign to keep the name of the agency, and the services available to the blind, constantly before the public. Human interest stories for the press, radio and television find ready acceptance.

2. Active participation in the programs of the service clubs. Here is where talented blind people can make a valuable contribution. The demonstration of a well-adjusted blind person will be remembered long after the words of an accomplished orator are forgotten.

3. Appropriate information to the medical profession, including factual stories on the accomplishments of the blind and the resources available to them, would be welcomed. This would be particularly true if it was in a form to hand to the family to be read to, and discussed with, the patient.

Once direct contact is established, the curtain of despair may be dissipated. The inspiration of those who live in that 'new world' makes the orientation easier. Tactful stimulation to assure maximum participation in the projects, as outlined by Dr. Platt and Miss Held, would assure a most satisfactory result.

The Board of Directors' responsibility for the financial stability of the agency is of first importance. Public relations, advertising of services, and creation of community good will and cooperation requires specialized services. Has the Board of Directors filled the full measure of its responsibility when it has provided the finances, the curriculum and the organized staff to make available the services as outlined by the previous speakers? Is not an enlightened, efficient 'sales manager' one of the essential components of a private agency? Should this responsibility rest with the Social Welfare Director, the teachers, the Manager, or should the need be officially recognized and a special position be set up within the framework of the agency?

DISCUSSION OF A PAPER WRITTEN JOINTLY BY DR. PHILIP PLATT AND MISS MARION HELD

ALLAN W. SHERMAN, Director
The Cleveland Society for the Blind, Cleveland, Ohio

Miss Held has ably presented material which she and Dr. Platt have thoughtfully worked over and developed into a most adequate paper. Out of their long experience in working with blind people in an agency setting, they have developed some very interesting and useful criteria for evaluating the services of an agency. I am sure that these criteria will be helpful if used by agencies in evaluating their own services. At first glance, these criteria seem to be unusually simple, perhaps that is why they are so useful because they seem to come directly out of experience. They are subjective for the most part and are open to individual interpretation, a weakness of any subjective criteria. I have no real criticism of any of the points raised, but I do have some additional thoughts which agency personnel and Board members might use in determining whether or not the services which their agency provides really promotes and helps to achieve the objectives of the agency.

Sometimes, criteria related to quantitative analysis of service such as: the number of people served, the number of teaching lessons given, the number of home visits, and the like, presents a realistic picture of the services given. Such criteria are not enough because they do not serve as a measure of the quality of the service. However, the fact that clients continue to come to the agency, as Miss Held has pointed out, would indicate acceptance and I have no quarrel with this kind of criterion, provided it is understood thoroughly.

Related to it is criterion which I think should be given thoughtful consideration by more agency people. If one of the objectives of an agency's work with blind people is to make them more independent and more personally adequate in every way, it would seem that some gauge as to the effectiveness of the agency's work could be gained from the agency's record of closed cases during any given period. Many agencies close a case only when an individual dies, moves out of their service area, or regains sight. Some agencies keep all of their cases in an active status. Still others distinguish between active and inactive status. I am wondering how many private agencies actually close out cases as rehabilitated because the individual has no further need for an agency's services. The implications in such a criterion are that the agency seeks to make the individual so self-sufficient that he will no longer need the agency's services. This might be an effective measure of how successful the agency, through it various service programs, is succeeding in one of its major goals.

Related to this previous criterion would be one which could be applied in relation to recreational activities. If we have established as a goal of our group-work-recreational activities, the attainment by the individual of confidence, poise and independence in social and recreational activities, then the extent to which the agency's program moves people through the recreational activities and back into normal community life would be one criterion of the success of this program. We do not intend to imply that such movement is possible for every person, but it does state strongly that this should be one of the motivating drives of such a program. The criterion could be more specifically stated as follows: How many clients once serviced through the recreation program of the agency, now are completely divorced from that program and carry on normal recreational activities in the community. How many clients, in addition to participating in the agency's program, pursue a substantial number of community activities which are not related to the agency's program.

Another important criterion of success which might be helpful in determining success of the agency's program would be the extent to which blind people utilize the services of other specialized agencies in the community. If one accepts the statement that

agencies for the blind should not attempt to be "all things to all people," and recognizes that there are other agencies in the community which have developed specialties in helping people, then one measure of the agency's success in utilizing the community would be the extent to which these other specialized agencies are used by blind people. A study is now being carried on by the American Foundation for the Blind in selected communities to indicate various patterns of community service to blind people. In some communities, very few agencies serve blind people. In others, the pattern is different. This criterion relates very closely to the agencies for the blind and their position in the community. For example, if an agency for the blind attempts to handle marital problems which are basically not related to blindness, it may be engaging in a type of help in which they are not the most qualified agency in the community. Since the specialty of the agency for the blind is helping people because of their blindness, it should not follow that they are specialized in this other area of work. The extent to which blind people use specialized agencies in the community might indicate the agency's desire to provide the best possible service in any community for its clients. The utilization of this criterion also would help in evaluating the success of the agency's interpretation of the facts about blindness and the special needs of blind people to professional people of other agencies. An agency specializing in family problems feels that they are not equipped to handle marital problems which blind people have and it may be because the agency for the blind has fallen down in securing proper interpretation.

There may be additional criteria relating to fund raising other than those suggested by Dr. Platt and Miss Held. I am certain that continued support by the community of an agency is somewhat indicative of its success in providing an adequate program of service, but I am wondering if sometimes agencies develop a program of service more because it provides a good opportunity to raise funds rather than because the service is essential in a community. I am well aware of the need for utilizing services which have great appeal to people as the way to get a community interested in a program. It takes real courage to face up to this problem. For example, if an agency for the blind's major responsibility and major area of skill is to provide work for adult blind, I wonder to what extent that agency should attempt to go into work with children.

There have been criteria suggested related to professional standards maintained by the agency and it would seem that this would be a valid point of evaluation. In the various disciplines involved in working with blind people, does the agency promote high standards on its own staff in respect to these various disciplines? One way to judge this might be the extent to which an agency attracts to its staff in the various disciplines, qualified professional people who meet the standards established by people in those professions. Closely related to this is acceptance of the agency's program as being professionally adequate in the eyes of training instructors with standards established by the profession. For example, the instructors training social workers, vocational counselors, or occupational therapists, set professional standards. The extent to which they help the agency secure qualified professional help in these areas of service, is a measure of professional acceptance. Further, professional acceptance would be demonstrated if the agency were used as a training agency for field work placement of students.

It is difficult to suggest this last criteria without seeming to be overly simple about it. Agencies should evaluate their programs to see if they are providing adequate service in various areas. An agency should look closely at its program to determine whether or not a need for a specific service has passed and perhaps should be given up. Are there any criteria or standards to determine when a given service should be entered into or discounted? I suggest that this area would present opportunities for careful analysis. In the management of a business, when a service or product is no longer producing a profit, frequently, the service or product is discontinued, unless there are other compelling reasons for continuing it. Profit is a good gauge, but in the area of service to people, it is not so simple to find a measure that will be helpful. As a beginning in this area, I might suggest that the paper written by Mr. Joseph Clunk and published in the proceedings of the AAWB in 1954, would give us food for thought. While we might

not agree with Mr. Clunk's figures, the method by which he arrived at these figures and the theories which he developed his paper from, are worth considering.

REMARKS

J. W. DAVIS, Executive Assistant

Services for the Blind, Ohio Department of Public Welfare
Columbus, Ohio

Mr. Chairman, Miss Held, Dr. Pettit, Mr. Sherman and friends:

Due to the limited time I will attempt to sum up the remarks of the speakers in a very few brief statements.

As I have listened to this excellent presentation, it appears to me that the various criteria proposed by Miss Held, and supplemented by Dr. Pettit and Mr. Sherman, are based upon one general concept: that any program designed to serve blind persons must be centered around the needs of the separate individuals whom it serves. If I had a blackboard I would illustrate it by placing the client in the center. On the one side I would enumerate the needs of each client. On the other side I would list the services necessary to meet these needs.

With this brief summary we bring to a close, on time, a most interesting and helpful discussion of the criteria for the evaluation of a program for agencies serving the needs of blind people.

THE EMPLOYMENT OF PERSONS WHO ARE BLIND, LIVING IN NON-METROPOLITAN AREAS

* HOMER NOWATSKI, Chief

Services for the Blind, Illinois Division of Vocational Rehabilitation
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My only qualification as an expert is that I am some distance from home, and even that status is threatened since I am surrounded by experienced fellow workers. I am unable to describe numbers of successful job placements as the result of a standardized set of procedures. However, your program committee is practical and realistic, expecting only the presentation of some material to stimulate thinking and discussion, recognizing that all of us experience difficulty in providing a complete range of vocational rehabilitation services to persons who are blind, living in non-metropolitan areas.

Numbers of people in Illinois attend the rehabilitation centers in Chicago, or are aided in the local community through the good work of the regional home teachers. Some of you do not have these services readily available in your state, and in Illinois, the training centers are at the extreme north end of the state, 100 or more miles from most of the rural areas. There are folks who do not care to go to the big city, so far from home, for 6 months or more; because of personal fears or family resistance. Others, due to individual and family responsibilities, have sound reasons why they cannot remain away from home for several months. The home teachers and vocational rehabilitation workers have large geographic working areas outside Chicago, and convenient public or private transportation to many homes is almost non-existent. It is apparent that a single agency worker cannot provide numbers of individuals with intensive services over an extended period of time. The range of skills, information and experiences which any one professional worker can personally make available to others is also limited. It is obvious that more and more, we must all develop the interests and resources of each local community in providing vocational rehabili-

* Visually handicapped.

tation services and employment opportunities for persons who are blind, living in these areas.

Employment is the end result of some combination of vocational rehabilitation services which attempt to aid the individual to attain or regain the highest degree of physical function, economic independence and social usefulness of which he can become capable, within his environment. Rehabilitation is never extended in the sense of administering services to a passive recipient. In other words, it presumes a maximum use of an individual's own resources as well as of the community resources. Regardless of funds or specialized services available, the success of vocational rehabilitation is ultimately dependent on the breadth of vision, the acceptance and the participation of the whole community.

Let us review some of the major vocational rehabilitation services which must be enlisted to aid people living in non-metropolitan areas:

Medical Diagnosis and Physical Restoration

The application of medical services to remove or reduce primary and secondary disabilities, and the effects of these disabilities is without question. This area of services is provided only through medical and related professions, and if the community lacks the required medical facilities, it will be necessary to transport the individual to the nearest available or selected medical services. Transportation can be provided through family and community cooperation, or arranged as contractual services by the agency. Any physical restoration services can be arranged through family and community resources, or as contractual services by the rehabilitation agency. In addition to possible restoration of vision, or retention of maximum residual vision, the rehabilitation worker must be careful to consider physical restoration related to additional disabilities, such as orthopedic, other sensory, and cosmetic abnormalities.

Personal-Social Development and Vocational Diagnosis

This area of services has been considered primarily the responsibility of the special agency or staff, and often presents a difficult situation if a person is unwilling or unable to attend a rehabilitation center for an extended period of time. We point out again, that the home teacher and vocational rehabilitation worker cannot always provide individual, intensive, long-term training, because of the people to be served, and the large geographic area to be traveled. Too often, we overlook the possibilities of developing and continuing such services through community resources, including volunteer and contractual relationships. An active or retired public school teacher, other professional and interested persons can be utilized to provide personal-social adjustment experiences, under the direction, guidance and supervision of the home teacher or rehabilitation worker. The training would be more regular and intensive than can be provided by a thinly spread special staff. The professional agency worker can keep in touch with training progress and problems by mail, telephone, and personal visits. There are those who will say that the community cannot do an adequate job on such training and experiences, because there is lack of understanding of the special problems of blindness. The development of understanding and proper interpretations are the responsibilities of the individual trainee and the agency worker. During this period of community-agency cooperation, invaluable interest and healthy attitudes are being developed which will be of major assistance later when the community is called upon to provide the individual with the opportunities for vocational training and employment. Any necessary aids and materials can be provided by the agency.

Psychologists and psychiatrists are not usually available in non-metropolitan areas, so that much of the personal-social and vocational diagnosis will need to be done through interviews, personal, social and work history, community relationships, and observations of the person's activities around the home and in the community. If professional services in the psychological and psychiatric fields are indicated, these services will need to be brought to the individual, or he must be transported to them.

In order to develop a stable foundation of community interest and understanding, there must be a minimum bombast, theory and emotionalism. It is the major responsibility of the individual who is blind and the

agency worker to determine when personal-social development and the acquisition of basic skills have progressed to a point where the community can be fairly asked to participate in a plan of vocational training and employment. There must be a realistic evaluation and understanding of what is meant and needed in personal-social development. An individual must accept his blindness sufficiently to recognize that he will have difficulties dealing with a world that sees; that he must do well and independently the things he can do; that often he must accept graciously un-wanted and un-needed assistance; that he must often tactfully reject unwanted and un-needed assistance; and that he must recognize his limitations and ask for assistance when needed. His attitudes and skills must be sufficient to meet his own needs and desires, and his make-up as an individual must be acceptable to those with whom he must live and work closely.

Vocational Training

The person who is blind must have an adequate foundation of personal-social development and basic skills, before the community is asked to provide an opportunity for competitive vocational training. Blindness is not a handicap of thought and conversation, but it is a serious handicap to action, performance and doing, without complete and thorough competitive vocational training and experiences in preparation for employment. Those of us serving in vocational rehabilitation programs for the blind have spent much time discussing difficulties of placement, the poor attitudes of the public, especially employers, when we attempt to develop or hold job opportunities for people who are blind. Considering the nature of the disability, how many persons who are blind have been placed in employment with less training and practical experience than required for persons who see doing similar work? Check the job training facilities in your state, against those which are presently used for persons who are blind.

In considering placement, we must know the complete job requirements, and have the worker prepared to do that job. Poor job placements only serve to justify in the minds of employers and workers, the unfavorable attitudes and feelings that a blind person cannot be employed competitively. Sound and stable placements based on careful job analysis and adequate workers preparation, make up our best public relations program which open up additional employment opportunities.

If the individual wishes to and is qualified to go into some field of employment requiring professional training, licensing or certification, not available in the community; there is no choice but to leave the community for such training. A person who is blind must be expected to meet the same state and local licensing and certification requirements for a profession or business, as that required of persons in similar occupations in the community. In preparation for and during such training, the individual must have the active interest and cooperation of professional and business men in the community, so that upon the completion of preparation, he has a place in a law firm, church, real estate office, insurance business, or other organization. If he wishes to establish his own business or profession, the necessity of close community relationships and understanding are even more important.

Since the person is going to be employed in the community, it must be assumed that there are jobs, or jobs need to be developed, which can be done by a person with limited or no eye sight. The most effective employment training for a person who is blind is on-the-job training. Again volunteer or contractual services can be utilized in cooperation with the local school system, business and professional men, farm and related enterprises. Through such a program, community interest and understanding are further developed, and a potential trainer-employer has a first hand opportunity to observe what a worker who is blind can do, as he develops performance and experiences in an actual job situation.

The agency will need to assist the trainer and trainee by providing guidance and supervision, special aids and materials, directly related to blindness and the training. Some types of training may be available through the state university extension service, or other correspondence courses; with a community person acting as tutor and assisting with the practical application of the course. The agency worker can keep in touch with training progress and problems by mail, telephone, and personal visits. The agency must

insure that training is complete and thorough, and that unnecessary limitations on activities are not put on the trainee simply because he is blind. The agency must be just as alert to recognize real limitations, and either suggest practical modifications, or admit that a particular work activity cannot be done without sight, or without assistance.

Placement in Employment

Developing early community interest and understanding as has been suggested, is sound preparation to help the individual find a job. Fifty percent of all job seekers find employment merely through letting others know what they can do, and what they are looking for, rather than through public or private employment agencies.

Finding employment in a non-metropolitan area is more difficult because of fewer job opportunities in a large number of occupations, and the fact that many jobs require the workers to perform a maximum range of duties. Without broad experiences, many persons who are blind lack such job flexibility. If full-time employment is difficult to secure at first the worker can be employed at several jobs on a part-time or extra basis to demonstrate his effectiveness. Sales and service occupations on a self employment basis, or for a community or area business on salary or commission, offer possible stepping stones to employment with a business or other organization.

The agency may assist the individual to develop a self-employed business utilizing the regular channels of commerce and industry, or as part of a complete home industry program. It is necessary that the individual and the agency enlist every possible community resource and interest when considering employment, such as family, church, former employers, civic groups, fraternal organizations, trade, farm, business groups, and any other personal and business associations. Where a self-employed occupation is being considered, a community committee should be formed to determine the need for such an enterprise, assistance on development and establishment, and continued advice and promotion for the going business. Never develop such a project in a community vacuum, with the individual and agency the only interested participants.

Some of you may be disappointed that I have not described specific jobs, but I have found that such a listing means nothing, unless all the factors regarding the individual and his employment are known. Special and regular literature contain occupational information and job descriptions for non-metropolitan areas. Too often, we have felt that if a person does not care to leave his home community where opportunities seem limited, we have no choice but to close the case short of vocational rehabilitation. The potentials of community interests and resources which could be developed are either not considered, disregarded, or thought too difficult or ineffective to utilize in behalf of a person who is blind. It is slow and discouraging to develop tangible and effective community cooperation, but the agency worker must remember that in the long run, he will deal with and influence the individual for only a relatively short period of time, and then he must move on, as there are others. The individual must continue to deal with the community, and the community with him. Vocational rehabilitation is not something done for a community. It is done by and within a community.

PROFESSIONAL PLACEMENT, AN UNTAPPED RESOURCE

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Even before the passage of the Barden La Follete Act there had been some interest in the industrial placement of the blind—and with the passage of this act industrial placement was greatly stimulated. Similarly, with the enactment of the Randolph Sheppard Legislation, the growth of vending stand programs was stimulated throughout the Nation. Yet, with all of the increased emphasis

* Visually handicapped.

on vocational rehabilitation for the blind since 1943, there are certain areas of employment which have been, and still are, neglected by most State Agencies and, for that matter, by the Federal Office of Vocational Rehabilitation.

Impetus to employment in industrial areas has been given by the Federal training courses for industrial placement specialists. More recently, Federal Staff has been assigned to develop rural specialists, and the Business Enterprises people have had a number of training conferences. But what about the development of skilled placement personnel in the area of placing blind in the professions? We are today in this area of placement where we were ten or twelve years ago in the industrial placement picture. Most agencies are without capable staff, without insight into the possibilities, and without courage to plan a sound program of professional placement for the blind.

Certainly, we are agreed that the blind have functioned more than adequately in industry. Their production rates, their safety records, and the success of the total operation has been proven time and time again. In the last five or six years most of the states have demonstrated, or are in the process of demonstrating, that a blinded individual can operate a rural project or, for that matter, a farm profitably. All of the states are proving beyond a shadow of a doubt that a blind person with proper training can manage a business operation designed to meet his needs and capacities. But how many states are actually developing the vast area of professions for the blind who are qualified to enter them? Let us make this clear. Many state agencies are providing college or professional training, but unfortunately not with the intent of professional placement, but we suspect merely delaying the real placement problem for a four-year period. Of these agencies we would ask this question. "How can you justify the individual's time and the total expenditure for a college education if in the final analysis you place that individual as a dictaphone transcriber, as a vending stand operator, or as a machine operator in industry?"

However, in the development of a professional placement program, success is not completely dependent upon the agency, its policies and staff. For, as in the industrial, rural and clerical placement areas, the success of the program depends upon the blinded individual and his willingness to meet basic qualifications. For a moment let us examine and evaluate these qualifications.

1. It is presumed that the blind applicant for professional training should have a reasonably good academic record in high school. By this we do not mean that he should be a straight "A" student. We should rather see him as a good solid "B" student and have developed socially than a straight "A" student with a "dead-fish" handshake and inability to meet and associate with people.

2. We would suggest that the student be given a complete battery of psychological tests; but with this admonition to the counsellor: Use the results of the test battery only as a guide, not as a deciding factor. We are firmly convinced, as a result of experience, that you cannot fully measure the innate drive and desire of an individual to accomplish a vocational goal.

3. An applicant for professional training, particularly on the college level, should without question take the American College Entrance Examinations.

4. The most important factor to be considered is the adjustment of the individual to his handicap and the acceptance by the individual of his handicap. The individual may well qualify on the basis of the first three standards; but if he fails to meet this fourth and all important requirement of sound and adequate social adjustment, he is an educational risk on a professional training level and what is worse, a definite placement hazard.

We cannot emphasize too strongly this fourth point, for it is here that professional placement differs greatly from that of an industrial nature. For example: The industrial placement specialist, having obtained the employer's permission to analyze jobs in the plant, can in a few minutes, if he is blind, demonstrate the possibility of operating a milling machine, a drill press, a lathe, or other power driven equipment, or to perform assembly jobs, etc. A professional placement officer cannot demonstrate to a school board that a blinded person can handle a class in five or ten minutes, or that an embryo blind attorney can plead a case successfully in court, or that an individual

trained in journalism can do a job of reporting. Basically, the professional placement officer must first be experienced in working with people, understanding them, and capable of doing an adequate job of screening for training. Once the training program has begun, then the professional placement officer becomes a publicist; for he must seek doors in a profession which can be opened to the blind individual. He must stimulate interest in the program. He must develop contacts which at least are open-minded. Finally, when the blinded individual has completed training, the professional placement officer becomes a pusher; for he opens the door and pushes his candidate through it. The placement is sold by the blinded individual who is competently trained, adequately adjusted, and ready to go to work. Although we may have overdrawn this matter of pushing the person through the door, we mean that at the time the blind person is put into contact with the employer the placement rests in his hands, not the hands of the professional placement specialist.

Before discussing specific areas of professional placement, let us pose one additional question; for after it is posed, we hope to submit sufficient evidence that it is not an unanswerable question. "If we are committed to the development of all areas of employment for the blind, can the professional placement area be developed and if so, is it the responsibility of the Federal Office of Vocational Rehabilitation to take the initiative or is it the responsibility of the several State Agencies to take the initiative?" For the answer to this two-fold question, let us examine the evidence at hand.

To the first part of the question, "Can the area of professional placement be developed?", we must rely on our own experience in the field together with the information which we have assembled from 1951 to the present time. We have, therefore, for the purposes of presenting this evidence, taken twelve areas of professional placement in which we ourselves have assisted in making placements, or in a few instances, professional jobs in which we have observed blind people performing satisfactorily. We should like to discuss each of these areas briefly, indicating what is needed from the blind person's point of view, what is expected from the employer's point of view, and what responsibility lies with an agency.

If we are to accept recent statistics released by the Office of Vocational Rehabilitation and the National Rehabilitation Association, there are many employment opportunities on a professional level in services for the blind. Vocational counselling, industrial placement, rural rehabilitation, business enterprises, and professional placement, along with allied disciplines, need staffing. Although there is a tendency for people in vocational rehabilitation to look down upon the home teacher, this profession is a necessary adjunct to good rehabilitation providing there are trained blind people in it. We would be the first to admit that unfortunately the area of home teaching and the work which these people accomplish is unsung and underpaid. By the same token, we have no patience with blind individuals seeking professional training who insist they will not work in service for the blind but who persist in continually griping because agencies for the blind are directed by sighted people.

Needless to say, for the individual who has the courage and the initiative to attempt it, there are professional opportunities in radio, TV, and on the stage. Without a doubt, it takes someone with skills, abilities, and infinite patience. In the field of radio opportunities for announcing, news casting, and the perennial disk jockey are available; but for the totally blind individual, sighted assistance is a must.

The field of TV offers opportunities in script writing, production and sales. For the individual interested in the professional stage there is acting, vocal or instrumental soloist, dancing, and other activities in which they may participate.

Let us make this point clear. Blindness in itself does not necessarily make an Alec Templeton or a George Shearing. By professional entertainment, we would hope for a compromise somewhere between the pianist in a honkey tonk and the Rubenstein of the concert stage.

The reporting of the Daily News has been over the centuries an important function in our every day life. Certainly, there is an opportunity for the blind in this area of professional undertaking. An individual trained in journalism can find employment as a rewrite person at a city room desk. They can

write feature stories either for dailies or Sunday Magazine Sections. As a news reporter, it is possible for them to cover a regular beat; such as City Hall, Central Police Headquarters, or other similar assignments. Again, the individual must have the ability to recognize a news story, to write it in the style of the paper. In addition, an individual trained in journalism may readily write for Trade Journals, House Organs, or other types of publications. To the agency, surely, these jobs are tough to come by; but by the same token, it was equally tough to place a drill press operator, a lathe operator, or an assembler in industry several years ago.

More recently a very small effort has been exerted to secure training for and recognition of blind people as licensed occupational therapists. We feel the placement opportunities are equally good in this area. We do not need to go into a lengthy discussion of massage as a profession. Health clubs, YMCA's, YWCA's and similar organizations are in need of this type of personnel. Hospitals also will employ a person skilled in this art. What are our agencies doing in relaying this information to the prospective trainee? Osteopathy and chiropractics are also possible areas of placement. In some States this becomes a licensing problem; but since our States are the licensing agencies, will the thinking regarding these professions change if agencies for the blind are satisfied to sit on their hands and do nothing about it? You can't change licensing procedures overnight or with the first try. It goes without saying that in this area of placement it takes hard work and staff time to make progress.

Many of our agencies hesitate to permit study beyond the undergraduate level. If we are serious in our thinking regarding vocational rehabilitation, why should we not provide maximum training to make available to the individual an opportunity to use maximum skills. Therefore, we suggest that whenever possible, people who have the necessary pre-requisites to become collegiate teachers be so trained, for it is not necessary to do much exploration in order to find any number of blind people teaching on the college level; running the gamut from Economics, English, History, Political Science, Law, Speech, Physics, Music, and back again, to know that this is an area of potential placement if the needed insight and foresight are applied in preparing the individual.

We would further suggest that the ministry affords an opportunity. If an individual is so-minded and wishes to become a brother of the cloth, conversations with the denomination hierarchy relative to his training, undergraduate and seminary training, etc., should be undertaken as a preliminary to the total plan. Thus, the church and its authorities become interested. They follow the student through his progress and if they know that he can overcome the many hurdles to complete education in undergraduate level and in the seminary setting, then certainly they are convinced that he can handle a charge satisfactorily. In this area as well as in those we have mentioned above, the professional placement officer is, in a sense, a public relations man.

Too frequently we overlook the physical assets of our blind girls. Let us explore professional modelling as a possibility. To the girl who is totally blind, working in a style show may prove difficult; although not necessarily imposible. We would, however, suggest that the partially sighted individual has something of an edge in this particular phase of modeling; however, it does not require any sight to model shoes, hosiery, gloves, hand jewelry, etc., as a photographic model. In addition, it is possible to place competently trained girls with large department stores as models. They are placed on a weekly wage plus a commission on all garments or articles sold which they model. The individual who desires this type of professional career must have the physical qualifications, must have training, and above all must not have the usual symptoms of blindness. To the agency we would suggest exploration in this area of placement; we would also suggest that frequently a modelling school provides excellent adjustment training for both men and women.

Practice of the law is difficult for either sighted or blinded individuals. It requires as a minimum, six years of training. However, in most universities, seven years; four years of undergraduate and three of law school. Having graduated the blind attorney, what are we going to do with him? What areas of placement are available? Are you going to expend funds to set up a law office?

On this latter point, if you expect to set up a law office for him, and he has no financial resources, exclusive of office furniture, etc., a basic law library includes some four to five hundred volumes with an exceedingly good law library running eight hundred and fifty to one thousand volumes. Since most embryo attorneys do not set up practice for themselves, where is it possible to make placements?

From the standpoint of court practice, it is possible to get assignments from courts of common pleas or similar jurisdictions. Examine your State Government structure and determine where employment of individuals with legal backgrounds is possible. Federal Civil Service Examinations requiring legal backgrounds are frequently given. Assist the individual in developing a planned program of publicity through talks with service clubs, professional groups, etc., talks dealing in each case with various legal aspects of interest to the specific group. Finally, if he is so inclined, put him in touch with the political party of his choice and assist him in embarking upon a career of politics in order to get his name before the public and get him started on his way. An agency that takes the responsibility of training a student in law owes that individual the same responsibility of getting started in a profession.

Insurance and real estate seemingly go hand-in-hand. Again, any number of blind people with ambition and an ability to meet people and to sell have been successful in these areas. It requires training, the passing of State Board Examinations, a minimum of equipment to be set up plus some sighted assistance. In exploring the qualities of an individual necessary for these professions, we need say no more than that they must possess the qualities of the sighted individual who succeeds plus a little more initiative and courage. The agency does not need to invest heavily in either training or equipment to prepare an individual in these fields, but it does need to invest staff time, planning and ingenuity.

In the area of business, we have made a few placements. They have included assistant purchasing agent, office manager, and personnel interviewer. Here the employer expects the blind individual to function with no more sighted assistance than would any other individual find necessary. The blind individual must be prepared to work hard, to demonstrate interest, and to accomplish goals. Again, from an agencies' standpoint, they need merely to go out and do the job. Today we hear much of Social Case Work and Medical Social Work. Both of these areas are possible for blind people. It is true that some training institutions are hesitant to accept them as trainees but again it is the agencies' responsibility through staff to do a job of selling. It has been our experience that the greatest point of debate, is, "What are we going to do with this individual in the way of field experience placement?" If the blind person has met all other requirements, is capable of traveling independently, and has any ingenuity at all, this is no point of debate. "Where do placement possibilities exist?" Most of our governmental agencies and welfare agencies are crying for this type of personnel. Since the several states promote placement programs for the blind through agencies and with the assistance of the Employ the Physically Handicapped Committees, why not practice what they preach and hire them.

Court reporting is a professional occupation which requires a high degree of skill. It demands infinite patience, accuracy and speed. It is possible to obtain various mechanical devices to train blind people as court reporters and through the assistance of court reporting firms to make good substantial placements. Again, and perhaps the repetition is boring at this point, much depends on the individual whom you select for training and placement. Similarily, the agency must make these contacts prior to or during the training and not after training has been completed.

Our final area of placement is that of public school teaching. We are somewhat disturbed regarding this area, as we have had more inquiries regarding it. We should like to assure you that the opportunities in this area are no greater or no less than in any other professional area of employment. However, it does seem that the blind people are specifically interested in becoming public school teachers. In our experience we have placed fourteen who range from total blindness to a maximum visual acuity of not more than 20/200 with best correction. The gamut of subjects and grades covered include first to twelfth grades and include History, Eng-

lish, Romance Languages, Physical Education, Music and allied subject matter. Each one of these placements has had one or more years of teaching experience at this point and a number of them are now in their third and fourth years of public school teaching.

This area of employment is not without its problems. If there is any area which requires hard work so far as publicity and public relations is concerned, it is that of public school teaching. It was necessary to get colleges of education to accept blind students; it was necessary to get the Departments of Public Instruction to certify them; and finally, it was necessary to get school boards and school superintendents to employ them. In reality, the latter or end result was the easiest. We formed a committee of school superintendents to advise us in teacher's training. At first these men were reluctant, saying that no blind person could teach in public schools adequately; but as they became interested in the program, and as they saw the possibilities of each trainee develop, they themselves made recommendations as to areas in which jobs might be obtained. Here again, while we claim we made the placements, we merely assisted the individual in planning his education, in assisting him to become certified, in developing opportunities, but in the final act of the drama he himself made the placement by selling himself to the school authorities and to the school board.

It is true that many states have either statutes precluding the employment of physically disabled people in the public school. systems or Departments of Public Instructions have regulations having the same effect. What can be done about this? We submit that state agencies, whether they operate an integrated program of rehabilitation or a separate agency for the blind undertake to remedy these conditions, for if the state as a governmental unit accepts the principal of rehabilitation to the extent that it forms a governor's committee for the employment of the physically handicapped, why shouldn't these groups take action rather than render lip service in this area of employment. Further, what are national agencies or organizations for the blind doing about it? We note that the National Federation of the Blind has made several worthwhile studies, but what has the American Foundation for the Blind or the American Association of Workers for the Blind done about this problem? We have no particular axe to grind with any agency, but let us make this point clear. If we are engaged in service to the blind of this country, then we should pool our united strength and efforts to accomplish a mutually desirable and attainable goal.

In answering the second part of our original question, "If we are to have such a program of professional placement, who shall accept the responsibility for initiating it?" We should like to answer by submitting to you for consideration that which may be termed "A Plan for the Future."

1. That the Federal Office of Vocational Rehabilitation provide opportunities for staff training in the area of professional placement, just as it has provided these opportunities in the area of industrial placement, rural rehabilitation and business enterprises planning.

2. That the State Agencies alert themselves to this vast area of employment opportunities for qualified blind people. That they take the initiative in incorporating in their state plan programs for this area of employment. Further, that they include budgetary consideration and staffing in the development of this program nation-wide.

3. That the individual and organized blind people of each state and of the nation make their interests and wants known in this area of placement.

Certainly, at this point we have only pioneered in the area of professional placement. Frankly, the trail is not too long, nor has it been too well blazed; but from our limited experience we are thoroughly convinced that the area of professional placement is possible, that it is an untapped resource for placement; and finally, that under the present program of vocational rehabilitation both the Federal Office and each of the several states have a dual responsibility to promote this program. In our humble opinion, we are at the crossroads when we must accept the challenge, choose our battleground and stand to be counted.

REMARKS

FORD COWING, Vice President

Repcal Brass Mfg. Co.
Los Angeles, California

I shall not take very much of your time this afternoon for the simple reason that much of what I would like to say has already been said much more appropriately.

My assignment, as anchor man, was to tell a bit about the economic advantages of employing legally blind people and attempt to tie all the remarks made this afternoon into a neat little package.

Of course, one of the economic advantages is in the accident experience ratio, and generally concerns the safety aspects of blind employees which was discussed earlier by Mr. Stubbins. I would certainly second his remarks and add that in our experience, we have yet to have a lost time accident among our blind employees. This is a record which goes back over 10 years and probably represents as much as 140,000 man hours. This is, obviously, important economically; not only from the standpoint of production which was not lost, but equally as important from the standpoint of our compensation insurance premiums. As you know, the higher your accident rate, the higher your premium rate; conversely, the lower your accident rate, the lower your premium rate. Our blind employees have definitely been of great assistance in maintaining a relatively low premium rate and this is, of course, reflected in our profit and loss statement.

I have many times said that blind people have the proper mental approach to safe conduct. This is, I believe, a natural by-product of their disability and almost totally unrecognized by employers. Its explanation is very simple. A person with one eye knows the disadvantage of this circumstance, and is immediately ready to do all possible to protect his remaining sight, whereas, the person with normal vision all too frequently adopts the "This can't happen to me" attitude, and all too frequently it does. Secondly, totally blind people, particularly working around machinery, must, in order to properly run the machinery, develop a work pattern for their hands and feet. Properly established, this also, becomes their safety pattern, so designed that their hands or feet are kept away from the moving parts of the machine. Gene Cawthron is just such a person. Gene ran a hand screw machine for us for several years, and now operates a type of air-ram punch press. The work pattern for his hands is such that they are never in position to get hurt. And I might add, this doesn't hurt his production record one bit; he has constantly out-produced his normal-sighted counterparts, doing the same job.

Another economic aspect to be considered in the employment of the blind is the absentee factor. My company is not unusual in being proud of a record which excludes even one day of unexcused absence among our sightless employees and more important, a record which includes less than ½ of 1% absenteeism. Tardiness has never been of any concern to us as applied to our blind employees. Then, there's another factor I believe often overlooked by employers, and that's time lost from the job while on the job—I refer to what we call "personal time." This is perhaps normally, the most abused condition of employment. That is, by all except the blind. Perhaps I'm wrong, but I reason that it's because in many cases it's something of a chore to go to the restrooms, or to get a drink of water, or any of the other activities which come under the heading of lost time abused. This type of economic loss can run into large sums of money, dependent upon the number of people you employ. We will continue to employ the blind, because in this area, too, their presence reflects favorably on our profit and loss statement.

Another important area of economic advantage is in the matter of production. When properly placed, the blind people are at least average producers, and in many cases, above average. Survey after survey has proved this fact. I would only like to add my testimony. In ten years, we have never had to have "a little chat" with our blind people concerning

production—either from the standpoint of the amount, or the quality. As a matter of fact, in an assembly department of some 50 employees, our two top producers are totally blind. I think, incidentally, that it's interesting to note that we have to go way down to the sixth person from the top to find a so-called normal person, the other four consisting of three deaf and speechless people and one partially-sighted. Here, again, I think attention to and interest in the job are the most important factors. Blind people, I'm told, have great powers of concentration, and are not subject to the one great method of distraction as are some other people. This, undoubtedly, adds to their efficiency and is one more reason why blind people are an important contributory reason to our profit and loss statement being written in black ink.

Summarizing, we find in the three most important areas for consideration of economic advantage, that the employment of blind people will, when properly administered, result in definite labor savings. This, in contradistinction to the oft-expressed fear that such employment will result in higher costs and should be done only in the spirit of helping one's fellow man. This is a fear which I, obviously, cannot condone. Many employers, you know, are quite definitely handicapped. I would imagine that there are almost as many blind employers as there are blind people looking for employment. They are blind to the economic advantages they might enjoy, blind to the psychological stimulus given to the employed handicapped-blind, to the fact that people of all walks must keep body and soul together and that if we, as citizens, don't offer fair opportunity then our government will and we will have taken another step down that ever and shortening road to socialism and, finally, blind to the fact that in giving an employment opportunity to a sightless person, they are creating a taxpayer instead of a potential tax-eater, thus, gaining help in paying the high cost of government—both ends from the middle.

Successfully placed blind people are an asset to any business enterprise. We are proud to have such assets.

Other blind people can become assets to the individual enterprise system. You have heard some keys here this afternoon: 1. proper counseling; intelligent handling of the complex problem of motivation, without which—no person, blind or sighted can be successful. 2. Proper medical evaluation with emphasis only upon general medical background and with specific emphasis only on those medical aspects of the job itself. 3. Proper personnel practices which emphasize the ability—rather than the disabilities—practices which place the blind person in a job where sight is the least required facility, or preferably, not required at all.

With these 3 areas approached intelligently — I have no concern but what the blind can succeed in any endeavor whether in industry, or in commerce, in the profession or in the arts.

This is our challenge—I'm sure we will rise to it.

REMARKS

JUSTIN JOHNSON, Industrial Relations

Hughes Aircraft Company
Los Angeles, California

Stanford University a few years ago made a survey of 68 employers in this State who have a good percentage of handicapped persons on their payroll. A composite statement of the thinking of these employers went something like this:

What we look for in the applicant is a *healthy mental attitude* that will give a reasonable insurance of adaptability to the work situation. (We look for this in any applicant.)

It further states: that the handicapped applicant is regarded more by a poor mental outlook than by an inability to perform the job physically. (a negative approach)

This is too often the case.

I've talked to quite a number of persons with disabilities this past six years. I can

safely say in the thousands. Whether the approach is in person, by 'phone or by letter, the opening statement runs like this: "I am handicapped. I hear your firm hires the handicapped. I need a job."

My answer is that we don't hire handicapped persons. This is followed by an embarrassing silence and then they say that "they read where we did," or "somebody told me you did" or "You said that you did, in a speech." It is then that I tell them it is true we have many persons with disabilities employed—Some hundred in wheel chairs, five blind, over a hundred industrially blind, C.P.'s, epileptics, spastics, amputees a dime a dozen, cardiacs, arrested t.b.'s, hangnails—you name it, and we've got it.

But I emphasize that these persons were not hired because they had a disability, but because they had something to offer.

Let's start in reverse in looking at this business of *what the employer wants.* National surveys have revealed that better than 90% of the reasons for terminating an employee is because of bad personality characteristics. Rarely is anyone discharged for inability to perform a task.

We all know these reasons: repeated absenteeism, excessive tardiness, carelessness, failure to adhere to company rules, bad conduct, alcoholism, inability to get along with fellow employees or supervisors, emotionally or otherwise, etc.

In other words, failure to adjust—and this is the big one.

It costs over $1,000 to hire a new employee. In our Company, more. Add to this other investments in that employee for each month on the job, training, equipment cost, fringe benefits, etc., and it adds up to a lot of money lost if that employee has to be terminated and a new one hired to replace him.

Turnover is a costly item and of much concern in any business. For that reason the Employment Departments are charged with the responsibility of making sure that new hires are not turnover risks. That they give a reasonable insurance of adjusting to the work situation.

Qualities are looked for that are the opposite of these reasons for termination. The applicant's first approach is all important. It must be a positive approach. True, there are tests for personality characteristics, but they are not too valid.

Checks are made of previous employers, if any, of teachers, Doctors, friends, of any source that can throw light on the make-up of the applicant. But these checks are usually made only *after* a tentative acceptance in the initial interview. We are impressed with neatness, manner of approach, an air of confidence, at least a fair knowledge on the part of the applicant as to what our operations are and where they can fit in. The general statement "I'd like a job doing anything" is the kiss of goodbye. We try to determine if we think the person can get along with people, and what is more important, the Difference in People—if he has a potential.

And remember, we look for this in *everyone,* whether it be a person with a disability, a top physicist, a janitor, or a trainee.

Last week I interviewed three June college graduates. All had the same degree in business administration, the same general background, and all three were in wheel chairs. I'm sure the gentlemen on the panel will agree that at best it's difficult to place a young man with a B.A. in a hurry. The wheel chair poses more obstacles.

Two of these boys just didn't have it. They were given over an hour each—others were called in to assist. They were given several contacts to make elsewhere, all of which failed.

The third only needed a few minutes to let you know he was in. He was the least flashy of the three—not gaudy but neat. No reference to disability—that was apparent—no illusions of grandeur—humble, but certainly not abject—and he had a realistic opinion of how he could fit into our organization. Well, he was a real, genuine person who you somehow knew had to be placed. The interviewers I called in felt it too, and a place was assured him within a week. However, Thursday, two days later, he called to say he had answered a newspaper ad, cold, and had gone out to see the firm, and had been hired. He starts today, at $450 a month. With a fine company that hadn't the least idea of ever hiring anyone with a handicap. Incidentally, this chap had been working part-time all during his college career at the institution where he received his rehabilitation. And knowing, very well, the rehab counselor attached to that institution, I could see where the young man got his motivation.

I'm sure that had the other two been as fortunate, they too, would have "rung the bell."

There is a similar situation as regards the blind. We've only hired one new blind employee during the past six months, and we didn't think we had an opening. Many applicants had phoned, written, or come into our employment office. However, we had nothing to offer. Then this chap came along. He, too, stood out personality-wise. Quiet, unobtrusive, but determined. And he knew what he could do and where he'd fit in. He made an excellent impression and it took the interviewer quite a while to find a spot, but he finally made it and the fellow has certainly justified his hire. He started on a very repetitive job stripping wires, but today he's working in a white smock in a dust free lab testing intricate bearings and other parts. And, a wonderful employee.

It has been found that too many general medical practitioners and well-meaning individuals along the path of a patient's road to rehabilitation have placed too much emphasis on limitations. "You've got to make up your mind you can't do this, you might as well forget about that," etc. Instead of accentuating the positive on what one can do. As one of our blind boys said "It isn't what we can't do, it's what they won't let us do."

We definitely find hereabouts that applicants from the V. A. hospitals, the Bureau of Vocational Rehabilitation, and other worthy rehab organizations have been well motivated and have been taught to accentuate the positive. The Indoor Sports Clubs, at least around this area, have a splendid program whereby the members who are employed (which means they are well adjusted,) help those who are looking for work with down-to-earth counseling. This business of seeking a job is important whether a person is sighted or sightless, a person just out of school—anyone, handicapped or not.

The President's, Governor's, and local committees on employment of the handicapped have done a remarkable job of educating employers during this past ten years. Acceptance is infinitely better. But no employer is asked to hire a person simply because he's handicapped. We have a tight labor market today and it looks like it will continue. Admittedly, certain disabilities make it more difficult to find openings. But there is a job for *everyone* who has the attributes of a good employee.

I have observed many blind persons at work throughout this state and they are doing a phenomenal job at seemingly impossible tasks. Repeal, Northrop, Air Research, Port Huenene Supply Depot, Friden Calculator, our company, and many others are proud of the way the blind skillfully perform their job. But they're doubly proud of the way they conduct themslevs on the job. I know of very few of them who had a skill or trade to sell —but they all had a good potential and they knew *how* to sell it. These people have liquidated their handicap by proving to be valuable employees. They have set a remarkable precedent with the positive approach, determination, and the courage of their convictions. I think everyone can find a similar niche.

REMARKS

A. C. REMINGTON, M.D.
AiResearch Mfg. Co.
Los Angeles, California

Thank you for the opportunity to attend this meeting and learn more of your efforts and problems in obtaining industrial placement of the blind. The company with whom I am associated has been interested and active in the utilization of the so-called "physically handicapped" for several years. At the last count seventeen per cent of our employees had known physical limitations. It is probably a conservative estimate that there are at least two physical limitations of equal severity among our employees for each one which is known to us. A very few of these employees had been referred to the company because of their physical handicap. Almost all of them have come to our attention during the pre-employment physical examination or as the result of a change in their

physical status during their employment. All of these employees have been hired because it was believed that they could do their job and not because they had some physical disability. Among our employees there are fifty-six individuals with the following known visual limitations: Three are totally blind, forty-six have lost one eye, two have peripheral vision only, and four have progressively disabling glaucoma.

You might be interested in learning if our rigid pre-employment physical examination has proved discriminatory against the hiring of the physically handicapped. Granting that several selective processes have already occurred before the prospective employee reaches the medical department, it appears that our physical examination is definitely not discriminatory against the handicapped. Our medical rejection rate is close to one per cent. This is extremely low. When a disability is found we try to equate the resultant abilities with the job requirements. This requires individual attention, as well as the concerted cooperation of the prospective employee, our safety department, the foreman, and members of the personnel department. Actually, we believe that the preemployment physical examination or periodic examination of our employees serves as a protection to the employee in that he gains factual information as to his health status and can take appropriate steps when medical attention is needed. Likewise, if the employee learns that he is in need of medical attention and obtains appropriate treatment, it serves as a protection to his department and employer and should increase or prolong his productivity and usefulness to the company.

There is no conflict, to my knowledge, between such a hiring program and industrial insurance carriers. Their premium rate for workmen's compensation coverage is determined by the type of work being done and the experience rating of any given industry and should not be affected, at least not unfavorably affected, by the use of physically handicapped individuals in industry when they are properly placed.

At least to an industrial physician, it would appear that at the present time the high rate of employment and the costly efforts which many companies are making to procure needed skills provide an opportune time for such groups as yours to explore and develop new ways in which the physically handicapped can be industrially employed. With automation and the present emphasis on electronics, many new types of skills are being required. To try to meet such needs some companies are sending recruiting teams for properly trained employees throughout the United States and even abroad. There are undoubtedly many positions within these newly developing fields which can be satisfactorily filled by physically handicapped groups, including your own. In addition, at least my own company is becoming increasingly aware that by giving greater attention to job analysis and educational programs at the grass-roots level of their leadman, foreman, et cetera they can effectively meet some of the present labor shortage by using physically handicapped individuals in jobs which have long existed within the company but have never been properly analyzed or adequate attention given to the possibility of filling them by such a placement process as I have mentioned.

PROGRESS IN THE FIELD OF GERONTOLOGY

NATHAN W. SHOCK, M.D., Chief

Gerontology Branch, National Heart Institute,
National Institutes of Health, PHS, D.H.E. & W., Bethesda, and
the Baltimore City Hospitals, Baltimore, Maryland

In view of the rising interest in problems of aging and the aged, my assignment to review progress in this field is a formidable one. In the time available to me, I shall be able to indicate only the highlights and shall necessarily omit details.

Gerontology, or the science of aging, covers a wide spectrum of problems. The facets of gerontology range from knowledge of the wide differences in the life span in different species of animals to the complicated social problems arising from the increasing number

of elderly people in our population. Gerontology must be distinguished from geriatrics. Whereas gerontology is concerned with all aspects of aging, geriatrics deals primarily with the prevention and treatment of diseases in older people. It is my purpose to deal with the broad aspects of gerontology and to attempt an overall view of the problem.

One way of looking at our problem is to consider the field of aging as a large map made up of some areas of knowledge but including wide expanses of unknown territory. In this large map of the world of aging, we can identify four major areas: first, the social and economic aspects; second, psychological aspects; third physiological aspects, and fourth, biological aspects of aging. These categories represent broad problem areas and we are aware that no sharp lines of demarcation exist between them. Under social and economic aspects of aging, we find most of the problems which have come to our attention in recent years; namely, the age structure of the population, the maintenance of income for elderly people, employment and retirement, housing and care, medical problems, including the hospitalization and nursing home care of older people, as well as recreation, adult education and community organization to provide services for the aged. It is within this area that action programs are of particular importance.

It is clear that these practical issues have their bases in fundamental questions about the process of aging as a biological phenomenon, as well as the psychological and physiological characteristics of aging people. Experience has shown that our ability to devise adequate action programs depends on a firm knowledge of the processes involved. Furthermore, one of our major goals is to devise methods for preventing the occurrence of disabilities among older people which themselves create many of our social problems. Thus, basic research in the areas of psychology, physiology, and biology are essential to the ultimate resolution of practical issues. It is precisely in these areas of fundamental knowledge that we find major deficiencies. The fact is that we know very little about the causes of aging or even what aging is. Research in gerontology is, therefore, directed to two major questions; the first is, "What is the biological nature of the aging process?"; the second, "What changes occur in the human in terms of physiological, biochemical, and psychological alterations that may influence his abilities and performance?" Obviously, a part of the latter question involves the influence of diseases, their etiology, and prevention. The possibilities of improved conditions among elderly people has been aptly expressed by Dr. Leonard Scheele, Surgeon General of the United States Public Health Service. "Recent findings in a number of American research centers, including the Clinical Center of the Public Health Service, point not only to the possible but also to the probable development of new, simple and relatively inexpensive methods for community-wide attacks on other serious diseases. If, for example, medical scientists can find some chemical means of detecting and blocking the specific changes in metabolism that lead to certain common forms of arteriosclerosis, we will have a preventive technique as important to medical and public health practice as was the discovery of vitamin C in the prevention of scurvy and vitamin D in the prevention of rickets. It is easy to visualize the changes for better that such a discovery would make possible in our care of older people in institutions. I do not wish to suggest that medical science has discovered, or is about to discover, elixirs of eternal youth and vigor. I do want to emphasize the medical means now available to make our later years healthier and happier, and to make our aging easier. More such advances are on the way." Thus, the goal of research in gerontology is summarized by the motto of the Gerontological Society; namely, "to add life to years, and not just years to life."

Research in Basic Biology

Since aging is a property common to all living species, studies on a wide variety of organisms can offer important information about the aging process. Thus, for instance, the studies of Raymond Pearl, using the common fruit fly, have demonstrated the importance of genetics in determining life span. Dr. Pearl was able, by selective breeding, to isolate species of fruit flies with widely varying life spans. Similarly, Dr. Lansing has conducted experiments on a tiny water animal, the rotifer. He found that the younger the mother, the longer the life of her offspring. Moreover, successive generations of old mothers showed an acceleration of maturity. In

other experiments with the same animal, namely, the rotifer, Dr. Lansing demonstrated the importance of changes in cell membranes in influencing life span. In these small animals, he found a gradual accumulation of calcium in the cell walls. Moreover, the life span could be extended by the simple procedure of dissolving out the calcium from the cell wall by chemical treatment. Other biologists have demonstrated conclusively that excessive food intake reduces the life span in a number of animal species. It also seems clear that an increase in the "rate of living" that can be induced by increasing the environmental temperature in small aquatic animals and insects will reduce the life span. Investigations currently in progress are attempting to discover whether there are significant age changes in the chemical substances necessary to maintain life in cells and tissues. Thus, we have some facts to go on and, with the increased research tempo, it is obvious that our understanding of the aging process will increase markedly.

Research on the Physiological Aspects of Aging

In recent years, our knowledge of physiological changes with age has increased markedly. Fundamental studies by Dr. McCay and others, utilizing both the rat and the dog, have indicated the importance of diet not only in the genesis of various disease states, but also in longevity in these species. Animals fed diets adequate with respect to protein, fat, carbohydrates, minerals, and vitamins, but reduced to half the caloric intake usually consumed, showed marked increases in the life span. Although it would be hazardous to assume, from these experiments, that a marked reduction in the caloric intake would of necessity increase the life span in humans, there are significant leads that should be pursued further. With our expanding knowledge of the importance of vitamins, amino acids, and trace substances for adequate physiological functioning, the study of nutritional influences on aging offer a most promising lead for future research.

Time will not permit a detailed discussion of specific results obtained by a large number of investigators who have made measurements of age changes in the physiological functioning of various organ systems. However, in our own laboratory, extensive studies on kidney function, cardio-vascular function, pulmonary function, basal metabolism, and carbohydrate metabolism have been made. On the basis of these studies, a few generalizations can be made. First of all, contrary to common beliefs, not all physiological functions diminish with age. Where decrements in function are observed, as for instance in kidney function, basal metabolism, and cardiac output, the changes are gradual throughout the entire life span, and there is no evidence of a precipitous loss of function at any specific chronological age. It is also clear that there are wide individual differences in the rate of aging. Thus, for example, some of the individuals 90-years of age have kidney function that is as good as the average of the 40-year old group. The reduction in some physiological capacities, as for example, kidney blood flow or basal metabolism, may be explained by a gradual reduction in the amount of functioning protoplasm. This is in accord with histological studies which show, with increasing age, a gradual reduction in the number of functioning cells in a variety of tissues. Thus, we are beginning to question some of our original presumptions about aging, as for example, the idea that metabolism gradually slows down in older people. It is more probable that the reduction in metabolism is simply a reflection of a reduction in the amount of functioning tissue present in the individual. Although we commonly think of individuals as increasing in size throughout their entire life span, the increments that we see are largely fat and water and do not represent added protoplasm. In view of the insurance statistics, it is quite clear that obesity diminishes life expectancy. In addition to the deleterious effect of consuming an excessive number of calories, there is also a presumption that the composition of the diet may influence the development of certain diseases. Thus, high fat intakes may accelerate the development of arteriosclerosis. From our own studies, using the metabolic balance technique, we have been unable to demonstrate any impairments in the absorption of essential foodstuffs in the older individual. Thus, it is our belief that supplements of vitamins, minerals, etc., for older people are indicated only when there is a disease present. Given a diet adequate with respect to both quality and amount, the older individual is able to assimilate it. How-

ever, experience has shown that old people, left to their own devices, often consume diets that are inadequate with respect to protein, vitamins, and minerals. This, however, is primarily a psychological and an economic problem rather than a physiological one. In summary, we may say that the physiological effects of aging show themselves largely in terms of a reduction in reserve capacity so that the older individual is more vulnerable to the stresses of disease, over-activity, over-exertion, etc., than is the younger one.

Research on the Psychological Aspects of Aging

The increasing incidence of sensory defects with age is familiar to all of you. In the case of hearing, we know that perception of the higher frequencies, in particular, is diminished even though auditory acuity may be fairly well preserved. The technological developments in hearing aids have certainly improved the outlook for the older individual. There still remains the psychological problem of getting individuals to accept hearing aids when needed. It would be presumptuous for me to attempt to discuss, in any detail, the problems of visual defects among the aged. However, the increased support for research on the causes of blindness offers promise that, in the near future, we will know a great deal more about the etiology of the various forms of blindness and will be able to devise methods for its prevention.

Many studies show clearly that, with increasing age, the speed of response diminishes. This generalization stems from studies on reaction time, perception, learning, recall, etc. Thus, we need to accept the fact that older people will be slower in the performance of almost any operation that is presented to them. With this knowledge at our disposal, it is essential that we recognize this limitation and not expect the older individual to perform satisfactorily to situations where speed of response or meeting specific time requirements is required.

Laboratory experiments on learning ability of older individuals offers no substance to support the cliché that "you can't teach an old dog new tricks." Studies by Gilbert, Jones, Ruch, and others confirm the impression that adequate motivation is the key to effective learning and that older individuals can learn, although their rate of learning may be somewhat slower than that of the young adult. Since most studies on learning have been carried out in young adults, primarily in the school situation, we know very little about the optimal conditions for learning in later maturity. Leaders in adult education have recently been alerted to the need for expanded research among older people to find out what techniques are most effective in this age group. Information of this kind is also necessary in programs of rehabilitation and retraining for changes in job assignments among older workers. A few studies have been made which show that learning of new material, which goes against previously established habits, is more difficult among older individuals than among younger. However, a great deal more research needs to be done to discover the quantitative relationships between previous habits and new learning patterns.

Although early studies indicated a gradual decline in intelligence with age, more recent investigations show that at least a part of the decrement observed was largely the result of reduced schooling among the older age groups tested. In fact, studies on superior adults, carried out by Bayley and Oden, indicate a continuous rise in intellectual capacity, certainly up to the age of 40. Similarly, Owens has shown that in the retesting of college students, after an interval of 20 years, an overall increment in intelligence test scores occurs. Until we have more studies on the same individual throughout the life span, we must reserve judgment on the question of age changes in intellectual capacities. Since we know of major achievements in the arts and sciences that have been made by individuals of advanced ages, we ought not write-off our older population as mentally incompetent.

The problem of personal adjustments in older people has been studied in some detail by Dr. Havighurst and his co-workers. Although wide individual differences exist in the personal characteristics of older people, present information would lead us to question whether there are changes that can be attributed to age alone. In large measure, it seems that the personal reactions of older people, their feelings of frustation, neglect, etc., are more the result of our cultural pattern than the effects of age itself. Thus, our cultural emphasis on youth and all its at-

tributes, with a concomitant rejection of maturity and age, constitutes the major source of dissatisfaction among older people. Obviously, this is a problem whose solution depends on education in its broadest sense.

Research in Social and Economic Problems

In the past few years we have learned a great deal about the social and economic problems of older people. Thus, analysis of census figures emphasize the shift in the age composition of our population. In the past twenty years, the number of individuals over age 65 has been increasing at a rate almost four times as great as the total population, so that, at present, there are over 14.5 million people in the United States over the age of 65, and the group is growing at the rate of almost 1,100 per day. It is predicted that by 1975, there will be over 20 million people 65 and over as compared with about 3 million in 1900 and 12 million in 1950. With improvements in public health and increased medical knowledge, it is apparent that we can expect an even greater growth in this group.

Studies on the source of income of individuals over 65 show that of the 14.5 million, approximately 3.3 million are employed, and 1.2 are wives of employed persons. Of the remaining 10 million, about 1/3 were widows, the majority of whom had never worked and whose financial problems are particularly acute. Approximately 6.5 million of the 10 million not employed received OASI benefits, although only 35% of these had received $75 a month or more per person. By 1956, alterations in and maturation of the Social Security program resulted in not only the inclusion of a larger number of recipients but has gradually raised the average income payment. Nevertheless, there are still approximately 2.5 million elderly people whose only source of income is through old age assistance. Thus, it is clear that economically, the older age group is at a distinct disadvantage which reflects itself in problems of housing, medical care and recreational activities.

Other studies, particularly those carried out by the New York State Joint Legislative Committee on Problems of Aging, has emphasized the handicap to employment that exists not only to those over the age of 65, but even extending as low as age 40. Studies conducted on a National scale by the Committee on Aging of the National Social Welfare Assembly, and in the Chicago area by Mrs. Breckinridge, emphasize the desire of both labor and management to minimize the economic waste of failure to utilize the potential capacities of aging workers. Recently, a special program to further investigate the problem has been setup in the United States Department of Labor. Among universities, studies on performance and the criteria for retirement are in progress, as for example, the Department of Industrial Relations, University of California, and also at the University of Chicago. An extensive study of the effects of retirement on the health and psychological adjustment of older people is in progress at Cornell University.

Surveys of housing needs of older people have shown that this group is apt to be housed in large, older units, where crowding is not a problem, but inadequacies of living facilities are frequent and little attention is paid to the special needs of older people. In many instances, regulations deny access of older individuals to modern, low-cost housing facilities. In some states, for example New York and Massachusetts, action has been taken to remedy this situation, but it still remains a significant problem.

Methods of providing adequate medical care and hospital services for aging individuals is receiving increasing attention. The development of out-patient clinics and home nursing services, associated with housekeeping aid, offers a potential solution. Integrated programs of hospital and medical care, with residence in old peoples homes, have been established in a few isolated instances, but many more such programs are needed.

During the past few years, there has been a broadening in the concept of rehabilitation. Instead of regarding rehabilitation services of value only in returning people to gainful employment, it is now accepted that rehabilitation services should be available to all individuals regardless of age. Thus, many programs are now being developed which makes it possible for individuals, who were previously confined to institutions, to be cared for within the community. In communities with integrated social services, many of these individuals can return to their own homes where home nursing or part-time housekeeping services are provided. An interesting development has taken place in Peoria, Illinois,

where a central service is operated by the Visiting Nurse Association which offers training to middle-aged women. These women then provide housekeeping services on a part-time basis for individuals in the community who need them. Thus, the potential of middle-aged and older women is utilized for the good of the entire community.

Although the problem of providing meaningful activities for retired people has not been completely solved, the development of social and recreational clubs, where a variety of programs is offered, represents a step in the right direction. One example of integrated overall programs of activities in education is represented by the Los Angeles County Senior Citizens Service Center. This service center offers a central place where older individuals can discuss, with qualified social workers, any of the many problems that arise in matters of employment, retirement, health, housing and living arrangements, rehabilitation, legal aid, education and recreation. This center is thus able to serve a real need to older people who are often unaware of the facilities and services available to them.

Development of Resources for Action Programs

Early this year, President Eisenhower established a Federal Council on Aging. Its function, according to the President's statement, will be to review existing programs in the government in the light of emerging needs and to make recommendations to the appropriate departments and agencies as to priorities and provisions for unmet needs. In establishing the Council, the President said "In considering the changed circumstances presented by the lengthening life span, we must recognize older persons as individuals, not as a class, and their wide differences in needs, desires and capacities. The great majority of older persons are capable of continuing their self-sufficiency and usefulness to the community if given the opportunity. Our task is to help in assuring that these opportunities are provided." The President listed the following areas in which emphasis for improvement should be placed: preservation of physical and mental health and rehabilitation, income maintenance, employment and retirement, housing, living arrangements and family relationships, education, civil participation, and recreation. Membership in the Council will include individuals designated by the Secretaries of the Department of Health, Education and Welfare, Labor, Commerce, Interior, Agriculture, Treasury, the Housing and Home Finance Administrator, the Administrator of Veterans' Affairs, the Chairman of the United States Civil Service Commission, the Director of the Office of Defense Mobilization, the Director of the National Science Foundation, the Administrator of the Small Business Administration. The first project undertaken by the Council was the co-sponsorship with the Council of State Governments of the Federal and State Conference on Aging which was held in Washington in early June. This conference was attended by representatives appointed by the governors of 41 states, as well as representatives from government agencies represented on the Federal Council on Aging. It was a working conference which considered problems of authorization, organization, financing, and functions of official state committees or commissions on aging, problems of housing and family relationships, employment, vocational rehabilitation, retirement, income maintenance, education and recreation, and the maintenance of physical and mental health. Through the exchange of information and ideas, the development of sound programs at the state level seems assured. In his closing remarks, M. B. Folsom, Secretary of Health, Education and Welfare said "Moreover, our programs should not serve to set older persons aside as a special segment or class of the population. Our programs should be designed to enable older persons to live as integrated and useful members of family, community and National life. Few older people want others to assume responsibilities that are rightfully theirs. Activities in the interests of older persons will render the greater service if they do not foster dependence, but instead enlarge opportunities for individual effort and encourage self-reliance, initiative, and creative endeavor.

"In carrying forward activities to accomplish all of these objectives, no one activity can stand alone. Coordination of many activities and cooperation by many groups will be needed. President Eisenhower established the Federal Council on Aging not only to coordinate the programs of the various Federal departments and agencies, but also to make

the resources of the Federal government more readily available to all state and local groups."

Other resources available to workers in the field include the Committee on Aging of the National Social Welfare Assembly. Mrs. Geneva Mathiasen, 345 East 46th Street, New York 17, New York, is Secretary of the Committee. This committee has done pioneer work in organizing material concerned with standards of care in nursing homes, the criteria for continued employment in older people, recreation, rehabilitation and has, as its goal, the desire to work with and through all organizations at the National, state, and, local level.

The Committee on Aging of the Department of Health, Education and Welfare, under the chairmanship of Mr. Clark Tibbitts, is also a source of information about action programs. In addition to a number of pamphlets and bibliographies which have been prepared by the committee, a publication entitled "Aging" offers valuable information on current developments in the field.

The Gerontological Society is a professional organization which includes in its membership all those who are working in any capacity with older people. It is a multiple disciplinary society which includes in its membership, biologists, physiologists, biochemists, psychologists, physicians, nurses, social workers, administrators of departments of welfare, nursing homes, hospitals, ministers and lay workers in programs for the aged. Results of current research appear in the Journal of Gerontology, published by the Society. In addition, a Newsletter containing articles of more general interest is published quarterly.

The Geriatrics Society is devoted to research in the clinical study of the diseases and processes of the aged and aging. Its official publication is the Journal of the American Geriatrics Society which reports primarily the results of medical and clinical research.

Many communities have conducted special surveys of the facilities available for services to elderly people. In such communities, it is relatively simple to identify resources available. Since many of the services are common to other communities, it is sometimes helpful to review a survey, even though it is not of your own community. The kinds of services available include counseling, rehabilitation, medical clinics, recreational centers and adult education courses. Less frequently, a friendly visiting service, home nursing care or housekeeping service, available to older clients, may be found. In communities where these services are not available, the formation of a committee on aging will often highlight the need for coordinated services and steps may be taken to provide them.

Summary

The concept of gerontology as a broad field, extending from basic studies of the biological nature of the aging process to the complex problems of social and economic life, generated by the increasing number of elderly people in our population, has been presented. Current trends in research, and a few generalizations, have been presented and emphasis has been placed upon the individuality of aging. Resources for obtaining information, with regard to current action programs in the field of aging, have been suggested in the hope that better utilization of our current knowledge can be made.

HOW ARE AGENCIES FOR THE BLIND MEETING THE NEEDS OF THEIR OLDER CLIENTS?

BYRON M. SMITH, Executive Director

Minneapolis Society for the Blind, Minneapolis, Minnesota

It seems coincidental that I, being from Minnesota, would be at a meeting in California today to talk with you about our older blind friends. As a State, California has ranked first in its number of older persons, Minnesota second. Governor Freeman of Minnesota has recently announced that there is a higher proportion of persons over 65 years of age in Minnesota than either California or Florida and that life expectancy in the State of Minnesota is the third highest in the country. Furthermore, he is appointing a co-ordinator on old-age problems to be attached to the State Welfare Department. As

Peter Salmon will be dealing with community resources for the aged in his discussion, I will try to limit my discussion to what we, as agencies for the blind, are doing to meet the needs of our older clients, and more specifically, some of our experiences in Minnesota.

What are the needs of the aging blind group and how large a group are we talking about? In Minnesota we estimate we have about 6,000 blind people, 66% of whom are 45 years old or over. In New York State the American Foundation for the Blind estimates that 12,000, or 43%, of all blind residents are 66 years of age or over. Nationwide, we have 320,000 blind people. It is well known that the greatest causes of blindness are cataracts and glaucoma. These conditions are most prevalent among older people.

One of the greatest needs of the aged and the aged blind is adequate financial resources. Two out of three older blind people are on public aid. Many are supported in part or entirely by friends and relatives. The effects of inadequate financial resources illustrate the communities' ability to meet this need and there are two other basic needs, adequate housing and adequate medical care which are not being met.

Housing for older people, which includes the blind, has been recognized nationwide as a very real problem. If our older citizens are to have a decent place to live, safe and appropriate housing should be available in all price ranges. Our aged are today the poorest housed segment of our population, because of their generally low incomes. Only through subsidized housing can great numbers of the aged afford a decent place to live. The Senate recently approved a bill to establish a federal program to provide 75,000 public housing units for elderly people over a five-year period. At the time of writing this paper, the House had not acted on this bill.

Let me present the situation in Minnesota in terms of housing for older people. We have over 300,000 persons over 65 years of age. In Minneapolis alone the number of people over 60 has increased 25% since 1950. It is predicted that by 1980 there will be one aged or disabled person for every able bodied person in Minnesota.

In Minneapolis, the Glenwood Redevelopment Area is planning a 650 public housing unit to include 100 units for aged couples. A "meals on wheels" service, carrying food from one central kitchen, will be provided and a central recreation hall put up. In St. Paul, a $5,000,000.00 public housing project will include apartments for retired couples and a community center.

At the University of Minnesota, Walter K. Vivrett, associate professor of architecture, holds a $25,000.00 grant for study of housing of the aged in Minnesota. For the past year, one of his architectural classes has done work on specific projects for housing the aged. He says, "There is a growing demand that the solutions of problems of the aged be sought through a consideration of the total human being—his personality and environment, medically, socially and psychologically."

Today the elderly blind are living in Homes for the Aged, in nursing homes, in boarding houses, in Homes for the Blind, with relatives and alone in second-rate hotels and rooming houses. The Citizens League of Greater Minneapolis has just concluded a study of our nursing homes and old peoples homes, and the findings are not good. Sixty-eight percent of the homes are operated for private profit. In 1954 there were 2,214 people in nursing homes, median age 78. In Hennepin County alone, we need 1,775 additional beds if the needs of the aged and chronically ill are to be adequately served. The long waiting lists of old and sick people have done little to stimulate better standards. As a result the survey finds glaring inadequacies in terms of nursing care, sanitary provisions, number of beds available, recreational and social planning. Furthermore, there is a lack of cooperation between welfare agencies involved, physicians, nursing and rest home operators. Adequate financial, housing, and medical facilities are basic needs of every individual as he grows old if he is to maintain his independence of movement, his feelings of usefulness and fulfillment, and ability to widen and change his areas of companionship and social intercourse. In this connection I would like to talk about our experiment with the Minneapolis Home for the Blind. I appreciate it can only meet the needs of a limited number of people and that efforts in many directions have to be extended to meet the needs of the total group. Nevertheless, we feel we have learned considerably since we first started this experiment, and we invite your thoughtful consideration of it.

We go back to the argument of segregation

versus integration. Historically, we separated the blind, then we began to talk of integration and tried to fit the blind into the sighted world. Two camps of thought arose on the issue, and the battle still goes on. We've tried a combination, to segregate—but only in part—in order to better integrate.

In 1950, with the cooperation of the Minneapolis Community Chest and Council, we opened the Home for the Blind. The staff consists of a visually handicapped supervisor, who is professionally trained, a totally blind counselor, three nurses to serve the medical needs, a full time occupational therapist, a kitchen and maintenance staff. Of the 128 residents, 90 are blind, 38 are nursing care patients. What is unusual in the program is the fact that it is focused on the need of the sighted as well as of the blind for 26 of the residents at the home are sighted. Not all the residents are aged. Three different types of persons are accepted. There are the able-bodied, visually handicapped, who live at the home temporarily while engaged in training programs or awaiting job placement. The second group includes persons with special medical needs, diets, medical requirements of a minor nature. The third group includes the older or physically disabled individual, who is no longer employable. This is commonly known as the ambulatory rest home case and receives supervised medical care under the direction of our nurses and the client's physician or our Minneapolis General Hospital.

Here we have men and women, older and younger people, living under one roof. The Home is situated in the downtown area. We have the noise of traffic and the clang of fire bells and sirens, and, rather than it being an unsettling experience, it becomes a stimulating one. We find men and women moving in, preparing to sit again, as they have in previous homes, and then beginning to take part in the occupational therapy program and many of the social activities which are carefully planned. They travel in a group or alone to a nearby coffee shop. Friends can visit them easily and often. They begin to take part in various recreational programs at the Society. They branch out to partake in the Council House for Senior Citizens, a center of crafts and activities for older people, including the blind, sponsored by the Community Chest and Councils of Hennepin County. They display their handiwork and skills at the annual Hobby Show. They can shop in the downtown department stores, or go to a movie or a play.

At the Home, dependency is discouraged as much as possible. Trainees and workers living at the Home are expected to care for their own rooms; automatic laundry facilities are available and many residents do their own washing and ironing. Each floor elects a leader to work with the staff in maintaining proper discipline and to plan social and recreational activities. These include group reading, listening hours devoted to musical records, weekly afternoon parties with refreshments, and religious hours for the various faiths represented. There is a space for garden plots, and an outdoor patio with furniture and attractive umbrellas to protect them from the sun. The entire program operates on the theme of urging the residents to move out into the community to satisfy their needs, rather than to bring everything to them at the Home and thus restrict the individual's mobility.

And, if the experience is satisfying, and we feel that most of the time it is, the individual lives a fuller life than he thought possible with old age and blindness; and the younger blind person can move out into the world, more at ease and more independent, and perhaps with more of an understanding and acceptance of the needs of the older person. So we move from segregation—a Home for the Blind—within which we begin the process of integration, to branch out naturally in a permissive atmosphere, which continues both for the individual who stays at the Home and the one who moves on.

We operate a camp for 30 blind older people for a week in July. Camp life is of a more sedentary nature than camps for more active sighted people, and precautions are taken, so that even when this experience may be the first attempt of a blind older person to leave his four walls, it can be a satisfying one.

In Butler City, Pennsylvania, in 1955, an experimental camp experience for a week was initiated with 24 Golden Age Club members and 16 blind campers, with ages ranging from 16 to 81. We found with our camp project, as the Butler City camp discovered with theirs, that older blind persons can learn to relax and make new acquaintances in a camp experience that begins the process of bringing them out into other group activities.

We can mention only briefly and with pleasure, the excellent work being done here at the Braille Institute, at Burrwood, and by our Canadian friends in their various homes and centers.

Integration of old people, in general, is not easy, and of blind older presons, that much more difficult. Many have lost old relationships; for many, their children being engrossed in their own families, means that a former more engrossing relationship is lessening or gone. The blind older person feels isolated and isolates himself, and the job of motivating, of encouraging independence and confidence again, of even attempting acceptance of the idea that new friendships can again be meaningful, is a task involving knowledge of the particular person one is working with, of patience, and mainly, a belief that every individual is worth helping.

I am thinking particularly of an old blind man living in a Home for the Aged. He was a good engineer, and at the age of 65, when the war demands had our big plants hiring older people, he took a job as engineer and held it for 10 years. He handled it well, received a small pension, and began having trouble with his eyes. Now at 87, he is sitting in a Home for the Aged. He is healthy, except for his loss of sight; he has an alert mind. He said to one of our case workers, "I lie on the bed, there's nothing else to do. I don't sleep, I don't think, I just lie there." He was excited at the prospect of getting a talking book and talking records. He wants to keep up with the news, with the thinking of today. He says, "It will be so stimulating again."

The talking book and the expansion and improvement of records, both in quality and in wide range of interest, is probably well known to all of you. It deserves a word of thanks at this time for the tremendous help it has been for the older blind person as well as the younger and the one with the multiple handicaps. The radio has a certain amount of appeal, but since the television programs have captured the interest of the sighted, the quality offered by radio is limited. We hear comments like, "I don't know how I could get along without the talking book," and, "How Wonderful it is to have a whole novel read." The areas of use for talking records have by no means been fully explored. In addition to the talking book, there are Braille watches, optical aids, suggestions of needed help, like dialing a phone, travel training, and the use of jumbo and braille playing cards. As workers, we have a responsibility to see that all tools and aids are being made available to the blind so that communication and range of stimulation can be expanded.

There are other areas in which experimentation has begun quite recently. In Cincinnati, and in Minneapolis, the private family service agencies are expanding their programs to provide services for older adults, sighted and blind. In Minneapolis, there are 300 older persons in foster homes. Homemaker services and counseling on problems are available to some extent. In Cincinnati, Friendly Visitors have been recruited and trained through the joint efforts of the Community Council for the Aging and the Volunteer Bureau. Akron, Ohio, and Dallas, Texas, have a "Friendly Visiting" program for older people who are shut-in and lonely. Brooklyn, Cleveland, and Los Angeles have similar programs. However, not all older blind persons are reached by any means, and how great the need for personal counseling, for friendly visiting, for more homemaker service and for foster home care, we do not know at this point. We do know that the area of services possible is great. The Hennepin County Welfare Board has employed a consultant on services to the Aged and a great deal of effort has been put forth to coordinate the activities for senior citizens by public and private agencies, as well as fraternal and religious organizations. From that point, the agencies are branching out to expand the activities on a community-wide basis.

We must take cognizance of the fact that among blind persons over the age of 65, there is bound to be a high incidence of real vocational limitations. For this large group, are we giving enough consideration to the place of industrial homework and sheltered workshops? Without intending to minimize the importance of these programs in the area of income maintenance, let us note the therapeutic potentialities for the individual.

In terms of the number of individuals with which we are dealing, one of our worker's case load of 147 blind, has 93 men and women in the age group 60 to 95, or 63%. These individuals or their friends, relatives, or doc-

tors have voluntarily come to us for help. How many blind older people we are not reaching is unknown. It is important that agencies serving the blind get to people and their families early after the loss of sight has taken place. It is a growing tribute to the understanding on the part of physicians and nurses that in the past ten years the time lag between the onset of blindness and the referral to a social agency has dropped to one-fourth of the original figure.

But even with the group we know, we feel we have just made a beginning in the services blind older people can utilize. Their needs are great; the magnitude of the problem is great and growing even more so. Many agencies are making a sincere and, in some instances, a good effort in meeting these needs. In re-evaluating my thinking, I must comment again that estimates indicate that two out of three blind persons over the age of 65 are dependent upon public assistance in one form or other. Good financial assistance is dependent on good case work practices and high standards of administration. We need many more highly trained workers so that aid may be dignified and constructive. Older people and older blind people fear the stigma of charity. We must understand the emotional, psychological, and physical needs of the aged blind person and be equipped to counsel those who need this service.

Ours is a culture, preoccupied with youth as such, with speed for the sake of speed. We are becoming urbanized at an unprecendented rate. Such a society as ours has created an unfriendly, sometimes hostile climate for the old. All individuals require the same essentials for living, although some services are of particular importance to the elderly. In our limited time, an effort has been made to call to your attention briefly, some of the essential services and programs that our respective communities should afford its older blind citizens. Only as we can dispel false attitudes, will our Society begin to recognize the worth and dignity of the old and the individual's rights to basic essentials for living, regardless of age. We believe in specialized agencies for the blind, but we have a responsibility of getting other service agencies in our community to open their doors of service to the blind where such service as they provide is needed and will produce good results.

As this paper is being brought to a conclusion, it is believed that we should be very frank in saying that our experience with older blind persons and our studies concerning them, bring us to a realization that their needs are, in most respects, similar to those of older people who are sighted. That being the case, it is important that we, who are carrying on specialized work with the blind, do, as we formerly indicated, segregate to integrate, to provide a broad base of social and work opportunities for older blind people which will help to make them much more acceptable in their respective communities. Frankly, we find that many of the likes of older blind people are not greatly different from the likes of younger people. Perhaps their work may be less strenuous than in their younger days, but many of them still like to have jobs and they like to dance, they like to hike—to bowl, they like to study, they like to play games, they enjoy musicals, picnics, birthday parties and companionship. Yes, there is a great field of service which can be extended among older people and certainly that includes older blind people. It is encouraging to us to find the large number of able volunteers who, with some guidance and training, can be used most effectively in these many and varied programs desired by older blind people.

It is hoped the contents of this paper have pointed up real questions which we must consider as we accept the knowledge that we are not as yet, doing the job to make blind older persons financially adequate, comfortably housed, medically cared for, and spiritually and emotionally able to live out their lives with completeness and satisfaction.

ARE WE MAKING USE OF ALL SERVICE AVAILABLE TO THE AGED

* PETER J. SALMON, Executive Director
Industrial Home for the Blind, Brooklyn, New York

If you are thirty years old you would do well to become interested in the subject of aging, because, brother and sister, you have just started on your way to be—if you will excuse the expression—a senior citizen. Does this come as a surprise or a bit of a shock? Well, either way, it seems to be borne out by some of those who are concerned with providing for the aging when they are old—65 years old—according to one of the vital statistics. I belong to the school of thought which does not go along with the implication that folks are necessarily old at 65 but—let's face it—I am 61.

Whether thirty or sixty, one fact is abundantly clear—the work of the world is geared primarily to the younger adult age group. You are at your height as a desirable employable person up to that point, and at forty, you had better be well established if you work for someone else, because formidable hurdles lie ahead in securing another comparable job. Yes, we know there are not only exceptions to this situation, but plenty of people do change jobs at, and after forty. The youthful Mr. Nixon will be following the Lead of Mr. Eisenhower in the elections this fall and, the president is a senior citizen as far as years go; Yet eager beaver on the golf course and, an energetic, vitally contributing force in the forefront of the events that shape our Destiny and that of the world. The Democrats, too, have candidates for election this fall, some of whom are far from being eligible for membership in the junior chamber of commerce. Nevertheless, I think all of us are aware that there exists this decreasing acceptance of employees who outlive their thirties, canter along in their forties, toddle along in their fifties, and, heaven forbid, become like me in their sixties. If you ask me if I like this, I will tell you—NO. If you ask me if it makes sense, I will tell you —NO. But, if you ask whether anything is being done about this one problem and the others that are associated with the aging process, I will answer,—YES—and that should bring us to the topic assigned to me in today's discussion.

* Visually handicapped.

Attention has been focused on the aging group in the general population by the increased span of life since 1900. Much interest has been aroused in this subject by government, national, state and local. The statistical analysis by insurance companies has furnished basic material and criteria for evaluating this rise in the age level and for projecting it for the foreseeable future.

In the case of work for the blind, we have had this problem of aging with us longer, because we have been dealing with a handicap, the incidence of which is 90% after twenty years of age and, where also we have the median age of 65 and over for many years. By this time we should have become experts on the subject of aging, but I am sure we do not feel that we are; but at least, we have been growing older and closer to the subject. We do have a backlog of experience out of which some benefit should be derived in discussing community facilities for the blind.

It might be said right here that if there are not facilities specifically for the blind in the community, the chances are good that little or no program exists for the blind in that community. With the aged, as well as with other phases of work for the blind, we have developed along specialized lines. We have had to do so, in order to offset the facts of blindness per se; the blind as a minority group who elicit sympathy far more than understanding; the blind, the deaf-blind, hard of hearing blind, and the blind with other major handicaps, service to whom, if at all approaching adequacy, needs to be done on an individual as well as on a specialized basis—a costly service far and beyond dealing with other handicapped persons, except the severely handicapped..

So, we have a singular situation with respect to the blind. To meet it there has been developing an increasing variety of facilities and services. Some, if indeed not most, of these facilities and services are available to younger blind adults. We have had dealings with folks on a longer range basis in agencies for the blind because of a widespread policy

of either keeping cases open or on a stand-by basis. Staff and clients have often grown old together which carries with it a special bond that is not easily obtained, say, with older folks with whom we have dealt for only a short time.

In a given community with a good agency or agencies for the blind, you will find, among others, such facilities and services as social case work, home teaching and friendly visiting, where the person's own home is the facility—incidentally, a facility where the blind person should be assisted to remain in preference to the best group facility, no matter how good, so long as safety, desire, and even nominal contentment are available. Other services in the home will include making available reading matter, including braille and talking books and, of course, the radio and TV as indicated. Then, too, outside interests and diversions should and do emanate from the person's own home. Personal matters, shopping and visits to friends, are arranged—not to the extent needed or desired. No agency has enough staff to do an adequate job in this area. Volunteers, trained as case aids and working directly under the supervision of the case worker, may be at least a partial solution to this major problem of blind persons, particularly the aged. Loneliness is more difficult than blindness, I believe.

In this community there will be a center or centers where older blind persons can go for various services, such as recreation, day center service, hobby work, clubs, either as part of the recreation program or separate clubs for social or other specific purposes. Special provision for transportation is made —the agency sometimes provides a car, or a volunteer car pool is maintained. We all say, however, that if we could solve the transportation problem, we could provide a great deal of additional service to blind persons who are unable to travel on their own.

Residence among the aged blind has been a problem over the years. Homes for the blind represents one of the attempts to meet the problem, at least in part. As a general rule, blind persons have not been eligible for homes for the aged, though residents of such homes, who lost their sight while in residence, were allowed to remain.

Industrial homes for the blind with their many limitations have been the forerunners of the more advanced programs for the blind which have been developing during recent years. The whole approach to work for the blind has greatly changed in the eighty years since the first such industrial home was established in Philadelphia. This change is important to our discussion here today. Perhaps it would be more accurate to say that the actual practice is nearer to the original concept of industrial homes today than it was in the early days of the existence of such homes. Their avowed purpose, however, was to train the blind and provide for their employment in workshops, and eventually, to set them up in self employment. Believe it or not, Mr. Hall, superintendent of the Pennsylvania Working Home for Blind Men, set high standards of performance for the blind and Mr. Morford, founder of the Industrial home for the Blind in Brooklyn, thought it could be a profitable venture—it was, but the profit did not relate to money—it had to do with service. One of the most dramatic instances of the old and the new residents for the blind as they exist in actual practice may be found in the IHB home started in 1893 and the IHB residence known as Burrwood, started in 1952. Suffice it to say for our purposes here that at Burrwood there is a vital, challenging program available to the aging guests who live there or come for vacation or convalesce and this program is eagerly entered into by these folks. The situation at the original IHB residence is just the opposite. The residents for the most part are not interested in activity (except work itself.) The original concept of providing a vital, challenging program for them fell by the wayside. They are far from being discontented—they are just content to be inactive, socially. There is a notable exception to this situation —the thirteen deaf-blind men living in this residence—they are eager beavers, and it is easy to enlist their interest.

Recent developments in connection with housing projects make provision for older people, including the handicapped.

Old age and survivors insurance and other retirement plans are becoming more and more of a factor in the lives of older people, including the blind.

When we consider that each day some 2,000 persons in the general population are added to the age group—65 years of age—and that further, 14,000,000 persons are 65

years of age or older, we see that about one out of each twelve of our population is in the aging or aged category—take your choice of the word you like. In the case of the blind, 45% or more of the population of 320,000 blind persons in the U. S. is 65 years of age or older—roughly, 150,000 blind persons—add one for me in four years, when I become a senior citizen, a member of the golden age club and, when women will rise up to give me their seat in the bus—oh me, maybe I am slipping already. Let's get back to the aging blind.

If we recall that about 60% of the blind are 50 years of age or older, we can readily appreciate the immediate and the potential numbers of blind persons with whom we are concerned. Numerically as compared to those in the general population, the aging blind constitute but a small percentage, but this is all the more reason why aged blind persons can and should receive individualized attention to a greater degree than may be possible for the seeing, though of course it is desirable in both situations. So many persons who are blind lose their sight in the years beyond fifty that it is less possible to give them the kind of orientation training available to the younger blind persons in the community. This fact adds a number of problems in planning for older blind people, not the least of which is the lack of ability to travel alone, or even readily, with a guide. Much of their adjustment, if it can be called such, must take place in their residence. No agency in the U. S. that I know about, is staffed to do an adequate job in this area, and count IHB in, too. On the other hand, perhaps no other social agencies give any more, if as much, service directly in the place of residence of their clients, as do agencies for the blind. Actually, way back when social work and case work were words to be shunned, home teachers were the first and, often the only, direct contact with the blind in their homes. Over the ensuing years, the home teacher represented the continuity in service to the client. Truly, a friend in need, who was the friend indeed.

Now, for those who may have been young when this discussion started, many paragraphs ago, may I assure them and, all others, that we are bound to find a way of terminating it. There are just a few points we would like to bring to you in conclusion.

1. You may have noticed that our discussion has been slanted to the blind and deaf-blind, rather than to the area suggested by the broad title of this paper—are we making use of all services available to the aged—so I have simply taken the liberty to interpret this to be in relation to the aged blind.

2. We point out again that the services available to the aged blind are those provided by or obtained by specialized agencies for the blind, except such things as assistance to the blind and O.A.S.I., etc. (In these areas also, the agency for the blind plays an important role of interpretation and intercession, where needed.) The legislation under which these programs function has been sponsored and pushed along the legislative pathway by agencies for the blind, notably the AAWB, the AFB and some of the individual agencies. (The IHB has maintained a continuous active interest in legislative matters, local and national, for over twenty-five years.) We look forward to the day when old age and survivors insurance will replace public assistance, in so far as this is possible. In this connection, I would like to commend Dr. Jacobus Tenbroek, president of the National Federation of the Blind, for the position he took and the excellent presentation he made, before the ways and means committee of the House of Representatives on April 16, 1956, with reference to public assistance features of the social security bills pending before this committee. Without intention to detract from his testimony, I might say that our principal difference is that we believe with the social security administration that relief must be based on need, while the Federation holds a different point of view.

3. Better programs for the aged blind will require better trained professional personnel, supplemented where possible by volunteers, including trained volunteer case aids, working with and through the staff case worker.

4. There are older folks who have lived through many experiences and situations with whom we are dealing—let us not lump them into one category. While providing advice and service to them, let us also put ourselves on the receiving end also and do some listening to wisdom, born of long time living. In a word, let us take on some of that old-time respect and reverence for these folks in the evening of their lives, and give as little or as much help as they may need.

5. While national in scope, the situation with respect to the aging blind must be handled locally. It requires intimate, personal attention that can only be provided within the local community.

6. No study has ever been made on the subject of the aging blind, their needs and how these needs are, or could be, met. Why shouldn't we have such a study? Should such a study be made, it will be found that among other things, the older age blind person suffers from a lack of proper medical attention, a place to convalesce after an illness, suitable arrangements for terminal care —something more than a bed and a chair in a non-profit or proprietary nursing home—lack of proper nutrition. All this and ever so much more in addition, would be pointed up by such a study.

When do we begin?

THE SEEING WORLD LOOKS AT A BLIND PERSON

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Thank you, Mrs. Dickinson. It is indeed a pleasure to be introduced by such a charming lady. I am very happy to be with you this afternoon and to have the privilege of speaking to you on the challenging subject: "How Do I Believe the Seeing World Looks at a Blind Person." Naturally, I cannot know whether *my* reaction to a visually-handicapped person is an average one. By guess is, however, that it does not differ too much from that of others who have had, like myself, very little contact with the blind. My closest contact was with my father, who, in the last years of his life, lost his central vision.

My feeling is that sighted people react to visually-handicapped persons in much the same way as they react to any handicapped person. He is someone who is different. It is not altogether easy to recognize the various elements that go into one's reaction. Certainly there is an uneasiness, perhaps suspicion, concern and anxiety, and a feeling of guilt. There is uneasiness because often people are ill-at-ease with anyone who is different. Suspicion: what is the blind person thinking? Can he, by his highly developed senses, see through me? What is he going to ask of me? One feels concern and anxiety because of the fear that this loss of eyesight could also happen to him. To many people, the sight of a handicapped person is really a frightening experience. One sees this clearly in the reaction of small children. The guilt comes when one thinks, I'm so much more fortunate, and yet I do nothing to help these people.

There is a further element to this reaction. We don't look at a blind person as simply another human being who does not have sight, but, instead, as someone who is qualitatively and quantitatively different from ourselves. In other words, as I see it, the feeling is that the loss of eyesight adds up to more than the loss of vision. It puts the sightless person in a special category. So that instead of the blind person being treated as just another person, he is looked upon as quite a different human being.

To illustrate this point: Last Saturday, I went with my youngster to the Olympic Try-Outs at the Coliseum in Los Angeles. In the seats behind us were four adults and three or four young boys. All of the adults and some of the young boys wore hearing devices. All of them spoke in sign language but several of the boys also spoke audibly. These persons were subject to the curiosity of myself, my son, and other persons. Questions arose in our minds: Were these members of one family? Were they friends? Were these congenital deaf persons? Were they deaf and dumb? What kind of a life did they lead? It was a source of surprise that they were even present at this Meet, and yet, why shouldn't they be? They were no different from many of us, except for their inability to hear or speak. We were amazed that they seemed so cheerful and looked so well. They were sunburned. This immediately gives rise to the thought, have I ever seen a sunburned blind person. Now this appears to me to be a very stupid question, yet for some reason, a tan complexion and blindness do not seem

to go together. Implicit in this, it seems to me, is the thought, erroneous I am sure, that a blind person is not as healthy as a seeing person. This may perhaps derive from the further thought that a blind person cannot and does not engage in the same type of athletics or outdoor activities as a seeing person (and yet I really don't know what, if any, out-of-door activities are engaged in by blind persons).

It was suggested that I discuss with you what the seeing world has a right to expect from every person, whether he is blind or not. To put it somewhat differently, would I or my friends select a blind person to engage in the particular occupation in which we engage gainfully? I am an attorney. My first thought was that a visually-handicapped person could not perform the duties which I would require of an employee or partner in my law office. For example, a lawyer is called upon to do tremendous amount of reading, both with relation to the documents which are presented to him, and in connection with the decisions of the Courts and various legal articles. A lawyer is required usually to meet with clients in order to discuss the matters at hand. He may have to appear in court at times; in jury cases, for example, he is required to select a panel of jurors. In such selection, frequently the appearance and demeanor of the prospective juror is an important factor. In short, an attorney has a great need for his eyes. I feel that a blind person would have to be extraordinarily gifted in order to perform the everyday functions of an average run-of-the-mill attorney.

Some 22 years ago, when I took a law review course in preparation for the State Bar Examination, one of then best-known teachers of these courses was Lloyd Nix, a blind person who, insofar as I knew, had been blind for many years. In order to teach his course, Lloyd Nix had read to him the various Court decisions, and he in turn analyzed these for his students. One might think that this was the fullest extent to which he could put his legal ability. Lloyd Nix, however, is now sitting as a Judge of the Superior Court in the County of Los Angeles. So I do know, as a matter of fact, that a blind person can become proficient in the profession of the law, but Judge Nix is an exceptional man. Would I want a blind partner or associate to meet my clients? Implicit in this question is this concern: Would my clients feel uneasy dealing with a sightless lawyer? Would my clients have confidence that such a person was competent? Could I jeopardize my practice by having a blind associate? Yes, it is true, that selfish considerations would prevent many lawyers from having a blind associate. On the other hand, it may well be that the client would have more respect for a blind lawyer in the realization that only a very gifted man could overcome the obstacles necessary to pass the Bar.

Unquestionably, there are certain practical difficulties in the employment of a blind lawyer. Someone would have to read to him. This would, in effect, require an additional secretary, since it would be difficult if he were to handle considerable work for one person to act both as a reader and as a secretary. We have recently received word, however, that all of the California Supreme Court decisions are being transcribed on records for use by lawyers. This would greatly help in reducing one of the obstacles. The further thought occurs to me: Would it be possible to employ a blind person as a secretary in a law office? I discussed this at length with my secretary. She felt that a blind secretary in an office with a sighted secretary could work out, but she also said that such a person would have to offer a great deal more than the usual capable legal secretary.

I asked several of my friends whether they would employ a blind person in their respective businesses. One of my friends who is connected with an advertising agency and who does work in the production of television motion pictures said that he felt one reason he couldn't employ a blind person is because he couldn't criticize him. This was his first reaction. On reflection, he said it would depend on the job—for example, he would hesitate to employ a blind person in a position which would require meeting the public. This is the same reaction that I had with respect to having a law partner who was blind. My guess is that many people, whether professional or otherwise, would have the same reaction to employing a visually-handicapped person in a position where he or she would be required to meet the public.

Now, keep in mind, and this is the point that I wish to stress in this talk, I'm not saying that this reaction is a justifiable one. What I want to point out is that *this* is a re-

action which I feel many people *do have;* accordingly, this should be recognized by blind persons. My friend in the agency business went on to say he was not proud of his answer, but, after all, he was an employee, and he might feel differently if he had his own business. I am not certain that my friend was being completely honest. I think that his feeling would be the same whether he was employed by someone else or not. He then went on to say that his firm employed 4 to 500 people and why should he as an employee be the first one to pioneer the employment of a blind person. His boss would think he was crazy.

Now, what is the basis for the reluctance to employ a blind person in a job where he meets the public? It may surprise you when I say that often sighted people feel that the blind are disapproving or unfriendly. This is because often the sighted are unable to ascertain how the sightless are reacting to them. Unless the blind person is very responsive in his conversation, the sighted person is apt to be very concerned about what the sightless person is thinking about him or whether he is listening to him at all. This is a case where the sightless have to reassure the sighted.

I spoke to another friend of mine, a very liberal-minded professor of education in one of our leading universities, and I asked him what his reaction would be to the employment of blind persons as teaching personnel. He told me that this problem had arisen and had been discussed between his colleagues and himself. They had felt that a blind person should not be employed as a teacher in grammar or secondary school, not only because of the discipline problem but also because of the physical hazards on the elementary level especially. Would parents be willing to entrust the safety of their children, say in the first through sixth grades, to a sightless teacher? Counseling and guidance, on the other hand, were fields where my friend felt the blind would excel, and as teachers in colleges, he thought they would be acceptable, since there would be neither disciplinary nor safety problems.

For a moment, I should like to digress from the subject of the blind in the business world to the subject of the blind in the social world. A local humorist who lost his sight made the following comment: "Some people seem to think that we become idiots as well as blind." Here are some of the types of questions put by seeing persons which substantiate this statement. Do blind persons turn on lights at night, or do they stay in the dark? What do they do with their leisure time? Do they engage in sports of any kind? Do they have hobbies? Do blind people smoke? Do they drink as much as others? What social life do they have? Do they mingle socially only with other blind persons? In conversing with blind persons to what extent must one be careful to choose the subject? In having blind guests for dinner, does one serve special dishes, for example, if the blind are strangers in one's home, would it be safer to serve sandwiches instead of a regular dinner? Do blind people have a sense of humor? The few that I have known have had an excellent sense of humor. One of the jokes that I relish most is one told to me by a blind friend. This occurred during World War II. After a number of warnings from his draft board which completely disregarded his own doctor's statement, my friend finally got notice to appear for his preinduction physical examination. With tongue in cheek, he appeared at the examining headquarters. There he enlisted the help of some other examinees; in other words, he let them in on his own joke, and they carefully steered him from doctor to doctor. He passed all the physical tests until finally he found himself before the astonished eye doctor, who exclaimed, "What in the hell are you doing here?" By that time, the joke had spread to all the other men in the room, except the M.D.'s. Obviously, only a person with a deep zest for life and the ability to laugh at himself, could pull a stunt like this.

But what does one do with a blind person socially? Conversation is one possibility. Bridge? Well, I'm sure that blind persons play bridge, and yet I have never seen them do so. Chess, and similar games? I'm sure that these are played also. But what about things like the theatre and the movies? Do blind persons enjoy going solely for the purpose of listening to the dialogue, or is it necessary also to describe the action to them. At the theatre would it be necessary to describe the costumes, scenery, and so on. If they go swimming, would one have to be concerned about their safety?

From what I have said, it will be clear that

I know very little about the blind. I don't think I know any more or less than the average sighted person. The questions I have raised and the attitudes which I have expressed are probably those of most people. I feel that sightless people must recognize that such are the reactions and the feelings of the sighted. People are selfish, not only in their dealings with the blind, but in their relations with each other. Lending a helping hand to another when one's own future is at stake is a rarity. For example, when the great Australian runner, Landy, stopped in the middle of an important race to pick up a fallen competitor, the whole world was impressed. This was indeed novel.

People preoccupied with their own problems are often ignorant of and apathetic toward the blind. In addition, the thought that this could happen to them, causes great distress and anxiety among the sighted. Further, as we have seen, the sighted frequently are handicapped in not knowing what the sightless think about them. These may be important factors in the reluctance of persons to employ the blind in spite of other reasons which may be given.

What should the blind do in the face of this reaction? Resentment, though understandable, would solve no problem. Perhaps the first step is recognition of the feelings they have to face in others. The next step is education of the sighted by the sightless. The seeing world must be enlightened as to the capabilities of the blind, professionally, occupationally, and socially. The blind, and agencies dealing with the blind, know what these capabilities are. It is their task to see that the public is informed of them. If it is perfectly feasible for a blind person to be a capable secretary in a law office, by process of publicity and education, attorneys like myself should be so informed. If blind people successfully occupy positions where they meet the public, then prospective employers should be so told. If by reason of the development of their avenues, blind persons have special faculties or abilities which make them particularly or peculiarly valuable in certain types of work, then this should be publicized to the types of employers who engage in such work. The seeing world has to be shown, and it is only the blind who can show it. The sighted must not be kept in the dark about the sightless.

IMPLICATIONS OF THE BUREAU OF LABOR STATISTICS SURVEY FOR THE STANDARD OF SERVICE BEING OFFERED TO BLIND PERSONS

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Work for the blind, like that of other professions, is a public trust. To maintain and improve the quality of service, and thus to protect and merit the trust placed in it, work for the blind, like other professions, must accept the responsibility of defining basic qualifications, requirements, and standards for its professional practice. The request of the AAWB in 1953 that a Manual of Useful Criteria and Standards for agencies servicing the blind spot-lighted the fact that our profession has not, for many years, adequately discharged this responsibility of defining basic qualifications, requirements and standards for our professional practice. This work undertaken by the American Foundation for the Blind, of which this Bureau of Labor Statistics surveys is to be but a segment, will ultimately provide for us a broad base for creative, dynamic and enlightened standards of service for our work with blind people.

The tremendous body of information which the BLS study has accumulated has a great deal of significance for us all. A careful perusal and study of the material will give us many interesting and pertinent facts regarding our profession. In our efforts to improve the quality of service to that portion of the population which it is our privilege to serve (and certainly we do not wish to rest on our laurels any longer), the accumulation of

* Visually handicapped.

actual information contained in the BLS material will be invaluable in terms of analysis of individual agencies and their programs, and in endeavoring to understand and improve on the adequacy of what we are trying to do for blind people.

One of the findings of the survey which I think is particularly significant is that which means, actually, that there is no such thing as "*A* Worker for the Blind." Dr. Plunkett reports that there are over 70 or 80 different occupations reported on by the agencies for the blind participating in the survey! Small wonder that the task of codification and development of standards has seemed formidable!

In regard to developing standards which will result in better service for blind people, are agencies for the blind, blind? We often make much patter about distinguishing between the words "sight" and "vision." Are we using our vision to look around us to see what other fields or disciplines are doing which may be applicable to us? That sound we hear may not be applause; it may be the sound of the world rushing by. The BLS survey does not show us the extent to which our profession is making use of the best that is available from other fields—such as new developments in education, case work, geriatrics, child welfare, recreation, medicine, psychiatry, psychology, etc. The lack of an easily definable "worker for the blind" signifies that our profession has a team approach in providing services. What players can strengthen our service teams? Are there any players who weaken it? Where may we recruit new ones? Are we using our teamwork in utilizing our community resources? Today we learn that there is a field of recreation, that the science of teaching people how to play is rapidly forging ahead as a profession. Can we not use our community recreation specialists in providing a better standard of service for blind people in this area? What other resources do we have, ready made, at our finger-tips, awaiting only a minimum of interpretation before being able to make significant contributions on our team? Home economic programs such as county extensions or those usually maintained by public utility companies, certainly the psychiatric and phychological clinics, Scouting and YM, YW facilities, are but a few. The list may be as long as the needs of the blind individuals in our communities, coupled with our imaginations, wish to make it.

I am sure there are many basic qualities which are necessary for any discipline or profession dealing with human beings as does ours. I would like to isolate several which I feel are of major importance, and which will need to be scrutinized in the light of the body of information provided by the BLS survey, in order to develop standards of service within our agencies.

1. Enlightened personnel practices. In every other profession it has come about that raising standards of personnel practices has resulted in raised standards of service. Why would this not be true for work for the blind?

2. Community understanding and support. Certainly the BLS analysis of the major occupations within our field can help us to present ourselves more clearly to our community and, in turn, enlist greater understanding and support.

3. Adequate and ethical financing. Our AAWB Code of Ethics has made significant contributions here.

4. Adequate salaries, to encourage people to enter the profession and to be willing to train for it.

5. A common and understandable vocabulary for the easy exchange of knowledge and new techniques.

6. Common understanding or definition of the various jobs within our profession to be used in helping our schools and universities develop a core of knowledge for training.

7. An ability to use that which is sound and applicable from other professions and disciplines; and to use community teamwork in developing a solid core of essential services for blind persons.

8. The ability to see the end product of the service as a more adequately adjusted person whose needs and individuality are the focus of the service.

That which will have a far-reaching effect in improving quality of services in our profession is still the long, slender banner denoting leadership which Miss Townsend identified for this association several years ago in Washington, and which Mr. Handel has since referred to at Quebec. Behind the long slender banner will be not a string of degrees, a multiplicity of dollar signs, nor a spread of services reaching from the cradle to the grave, but our banner will be held up

and carried forward by the inspiration, integrity and determination of those of us who are determined to use every available skill, discipline, technique and knowledge in continuously developing better ways in which the needs of blind persons may best be met.

THE PRESCHOOL BLIND CHILD AND HIS PARENTS

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The education and training of the young blind child have long been a serious problem to parents, teachers and others concerned with the welfare of the blind. There has been little or no research carried out on the development of blind children because until the rise of retrolental fibroplasia there were too few blind children to permit the drawing of statistically valid conclusions. The task was made more difficult because of the number of variable factors involved (amount of residual vision, age at loss of sight, parental attitudes, etc.) which made it next to impossible to find a homogeneous group of preschool blind children.

In the Province of British Columbia we were unfortunate enough to have a very large number of cases of retrolental fibroplasia in proportion to our population, and these were concentrated in a relatively small geographical area. The Canadian National Institute for the Blind developed a service program to meet the needs of these children and their parents under the direction of a qualified social worker who also had been a primary teacher. A very close association with some 115 blind children and their families over a period of ten years has enabled us to draw some conclusions which we hope will be of interest to you.

We know that blindness does impose certain general limitations on the development of the blind child in the way of mobility, awareness and understanding of his environment, and in his inter-personal relationships. We also know that the extent to which these affect him varies considerably. There are 4 and 5 year-old totally blind children who run, climb trees, and ride bikes, and there are others who just sit and vegetate. Why?

The blind child is first of all a child and every child has the same basic needs which must be met if he is to reach his maximum potential development. He needs to be warm and clean and well fed, but he also needs to know that he is loved and wanted, and to feel that he is an important member of a family. He needs an opportunity to learn to do things for himself, to experience the satisfaction of achievement.

It is generally accepted that the first six years of a child's life are the most important in determining what kind of a person he will become. We believe, therefore, that the best way to help a blind child develop normally is to help his parents form positive attitudes toward him and his blindness. In our experience we have found that most parents need and want such help.

Blindness means more to most people than simply lack of sight. It has tremendous emotional meaning as well. To many people the word "blindness" is associated with darkness, ignorance, evil and sin, whereas sight is associated with light, goodness, knowledge, and happiness. Because of the attitudes of those who see, blind people have for centuries been treated as an inferior minority group, and permitted to play only specific roles in society. The average sighted person thinks of a blind person as a helpless, hopeless object for pity.

Most parents already have these uncomfortable lay attitudes and misconceptions about blindness. When they are told their child is blind they are threatened by a great many new fears and worries, which are experienced by the parents of any severely handicapped child. There may be fierce anger and resentment—"Why did this have to happen to me? It isn't fair—I don't want to have a blind baby." There may be feelings of shame—that blindness is indicative of a "taint" in the family. There are usually feelings of guilt. Parents tend to think the blindness is a punishment for some real or imagi-

nary transgression committed in the past. Some fathers feel the child's blindness is a reflection on their virility, and the mothers feel they have failed in not producing a perfect child. They all feel personally inadequate to cope with the responsibility of bringing up a blind child. How the parents react to these feelings will determine the way they are going to act and feel toward the blind child.

Parents fall roughly into three groups according to their attitudes:

(a) those parents who can accept the child without reservation and who can consider him first of all as a child. The mother does not dwell on how his blindness affects her, but rather on how she can minimize its effect on him. There are very few parents who achieve this happy relationship with the child.

(b) those who feel two ways about the child. The great majority of parents fall into this group whether their children happen to be blind or sighted. However, parents of blind children tend to have more extreme feelings of love and hate which are harder for them to reconcile. They love the child and hate the blindness. Sometimes the blind child is accepted and other times he is rejected. Their handling is inconsistent and the child is confused by it and, hence, reacts by being difficult. Most parents find it difficult to express negative feelings toward their blind child even though his behaviour warrants it.

(c) those who reject the child. There is outright rejection. Relatively few parents will abandon the blind child or actually maltreat him, but there are several disguised forms of rejection.

Overprotection is one of these. When a parent is aware that she wishes she did not have a blind child she feels guilty and wicked, so is forced to take extra special care of the child to prove to herself and others that she is a "good" mother. Such a mother smothers a child with solicitude. He is not permitted to take the ordinary bumps and bangs of childhood and is not given the opportunity to learn from experience. He is kept in a state of enforced dependency on his parents. Other parents may lavish material things on the blind child, e.g., a good nursemaid, expensive toys, fine clothes, but deny him any love and affection. Some parents who feel guilty about their own rejection of the blind child put forth great effort at "working for the blind"—trying to develop "facilities" which can take the responsibility of the blind child off their shoulders.

It should be noted that the circumstances surrounding most cases of retrolental fibroplasia are conductive to maternal rejection. The premature birth of the child is bound to arouse anxiety from the first about its very survival. Long weeks in the incubator are a continuing source of anxiety and disappointment, and possibly of expense. The mother has no opportunity to nurse or fondle the baby until it is around three months of age. Then it is still so small and frail she is apt to be apprehensive about caring for it. Just as she begins to recover from her anxiety she discovers the baby is blind. It would be understandable if there were more rejection.

Dr. Vita Stein Sommers in her study, "The Influence of Parental Attitudes and Social Environment of the Personality Development of the Adolescent Blind" found definite correlation between the behaviour and adjustment of blind children of school age and the attitudes of their parents toward the children. We believe the best way to help the blind child is to help his parents develop good sound attitudes. We should not waste any time, but provide such help as soon as possible.

It becomes obvious that early referrals are one of the keys to success for any program of this kind. Early referrals don't just happen—they must be planned and worked at continuously. In the Province of British Columbia we have had for the past eight years as close to 100% coverage of all preschool blind children as it is possible to get. This is maintained by continual interpretation to ophthalmologists, pediatricians, public health personnel, social welfare agencies, etc., of the need for early referral. This is done by letters, talks, and personal contact with the people concerned. We are now getting our referrals for the most part on the day the diagnosis is made. We can then help the parents form positive attitudes toward the blind child and to provide the necessary support to enable them to function in the best interests of the child before they have time to develop firmly fixed negative attitudes. By the time a blind child is 3 or 4 it is almost too late to change the parents. There is also a point of "no return" in the development of a blind

child who has not received adequate love and stimulation. After 4 his chances of developing normally are very poor. Many blind children in homes for mental defectives may have been potentially normal if they had their needs met in the first few years.

Very early in our program for preschool blind children we established an advisory committee composed of two pediatricians, two ophthalmologists, representatives from the Metropolitan Health Committee, the Child Guidance Clinic, the Vancouver School Board, the School for the Blind, the School of Social Work at the University of B. C., the parents of blind children, and the C.N.I.B. Board of Directors. The function of this committee is to ensure that the philosophy and general policies of the C.N.I.B. program for preschool blind children is in accord with modern child welfare practice. The individual members also serve as consultants on particular problems related to their individual professions. The members also act as a liaison between their professional groups and the agency.

The specific needs in each family situation determine the type of casework help which is offered. The needs of the parents are considered of paramount importance since their attitudes toward the blind children are so closely related to their own personal needs. No modification of paternal attitudes toward the blind children can be hoped for unless the parents are relieved of some of their anxieties. These anxieties may centre on the child and his blindness, or they may have to do with the usual stresses and strains which beset the average family, e.g., financial worries, marital problems, difficulty with sighted children, in-law trouble, etc. It is frequently possible to assist parents in resolving many of the problems not connected directly with the blind child. Sometimes it may be through referral to another agency for help, e.g., social assistance in cases of financial need, marital counselling for marital problems, etc. The worker's knowledge and use of community resources is as essential here as in any other casework service.

While each child and his family should be considered as individuals, many parents of blind children share common anxieties. The first of these centres on the medical diagnosis. They are frequently unable to comprehend the information given by the ophthalmologist and are puzzled and confused as well as frightened. They will want specific information about the cause of blindness, the prognosis, whether there is any reasonable hope of cure in the future, whether the condition is a hereditary one, and whether to seek additional medical advice, etc. The parents usually require this re-interpretation by the worker before they can accept the diagnosis. Parents are supported in seeking additional medical advice if they are particularly anxious, since this makes them feel they have done everything possible for the child medically. It is also easier for them to accept the diagnosis of incurable blindness if it is confirmed by a second ophthalmologist.

The second source of anxiety centres around the actual blindness. They require a good deal of reassurance that blindness does not mean mental retardation as is so commonly believed. They need to know what are the actual limitations which blindness imposes, and also what they, as parents, can do to help minimize those limitations. They also need to know what competent blind people can do. They repeatedly request information about what they can expect from the blind child in the future as to independence, accomplishments, employment opportunities, etc.

The worker tries to make the parents feel she is interested in them, sympathetic toward their problem, and anxious to help them. In this way she encourages them to express their feelings of hostility and anger and resentment, and to understand that such feelings are normal under the circumstances. If these negative feelings are not expressed the parents tend to feel guilty about having them and worry about being bad parents. Parents of children with any type of serious handicap tend to have some guilt feelings about the cause of the handicap. The worker reassures the parents that in the case of retrolental fibroplasia the eye condition is not present at birth and is due to post-natal causes, and in other eye conditions that they were due to circumstances beyond the parents' control. If the eye condition is a hereditary one the guilt the parents feel is increased, and they usually wish help in deciding about having additional children. The worker must be skillful at providing adequate reassurance and support, but must guard against making the mother too dependent. Rather, she must en-

courage her to gradually assume more and more responsibility for making decisions about her own child. The worker should, periodically, acknowledge to the mother that it is a much harder task to bring up a blind child than a sighted one, but always implying that she, the worker, has faith in the mother's ability to do this hard task well. She must be tolerant of the limitations of some parents, realizing that they will not all be perfect, but also giving due recognition to those who are making a sincere effort to be better parents.

The third source of anxiety is one that grows naturally out of the second, that is the reaction of the community to the blind child. Parents are always concerned about what other people will think about the blind children. It is very hard for parents to take the blind child out with them to give him the broad experience he needs for adequate development when it will expose them to the stares and comments of the thoughtless passerby.

The worker provides a safety valve for the parents' hostility and interprets the unhappy experience as being due to ignorance on the part of the public rather than malice toward the child. This is a recurring problem and a difficult one which will not be solved until there is a more general acceptance of the blind. The parents are encouraged to interpret their child's handicap to their friends and acquaintances and thus help in the educating of the public.

The fourth source of parental anxiety involves the actual care and training of the blind child. The parents tend to become discouraged if the child does not compare favorably with the child next door. The worker must understand and be familiar with the normal development and behaviour of the sighted child and be able to relate it to the blind child who goes through the same stages of development as does his sighted brother. At two he is apt to be negativistic and as hard to handle as any other two-year-old, but his parents relate his difficulties to his blindness rather than to his state of development. They need to be assured by the worker that such behaviour is normal, and that the annoyance and exasperation they may feel is quite natural. Otherwise, parents are apt to be threatened by their feelings about the child. The worker must be able to recognize whether or not the blind child is retarded in any phase of his development and, if so, to determine whether it is due to faulty handling on the part of his parents, and how this may be remedied. She must be able to help parents accept the fact that a blind child is sometimes slower in learning some skills because of his lack of sight. She should be able to give practical suggestions for handling certain problems, but will also help the parents examine their own handling of the child, and relate it to their problem.

There are two specific points I wish to make here. One is that we have found that the method the mother uses in teaching her child is not important—it is her attitude which counts. A comfortable, relaxed mother who loves her child and believes he can learn to be independent, will have success using her own methods rather than those superimposed by the worker.

The second point is that all children reach certain stages when they are ready to learn a new skill. If the parents take advantage of this natural urge at the right time, the child will develop at very close to the normal rate. For example, babies of 6 to 7 months put everything in their mouths—this is the time to give a cookie or crust to the blind child and to teach him how to find it when he drops it. It paves the way for good eating habits later on.

Since we believe the blind child must be prepared to live in a sighted world, parents are encouraged to help the child participate in as many activities as possible with sighted children. Play equipment in a back yard is a form of "child bait" which will draw sighted companionship for the blind child. Attendance at Sunday School is often the first formal group experience we suggest. We encourage the enrolment of all blind children in sighted kindergartens or play schools at 4½ or 5 whenever they are ready. So far we have had 24 blind children successfully integrated into such groups. Such an experience not only helps the child accept the fact he cannot do all the things the others can, but still can do most of them. It also helps his parents to be more objective and realistic about his blindness.

The fifth common source of anxiety involves making plans for the child's education. Parents require help to accept the need for special arrangements for their blind child

whether it may be attending sight saving class, or as a day pupil or a residential pupil at a school for the blind. How the parents feel about such a plan will determine the child's whole reaction to school. In B. C. we have found that many parents prefer to move near the school so that their child may live at home. Since such a move involves the whole family and may even mean changing the father's job, it is not something to be done without much careful thought.

The sixth source of anxiety is one experienced by parents whose blind child has an additional handicap. Since the blindness is usually diagnosed first, the parents have barely recovered from that blow when they learn the child is also suffering from cerebral palsy, or some other chronic condition. In such instances we find that blindness becomes the minor problem to the parents and they are much more concerned about the other handicap. Such cases should be referred to appropriate centres for treatment or help and the parents provided with support to enable them to use it constructively, e.g., training for cerebral palsy, institutional care for mentally deficient children, or day classes for such children.

We have found that the establishment of parents' groups under strong supportive leadership is of help to the parents. We have several such groups meeting monthly to hear a speaker, or for discussion meetings. Graduates of this group have formed a very active PTA at the school for the blind. An annual garden party for all children and mothers provides an opportunity to compare the development of other blind children with that of their own child.

A regular newsletter mailed to all parents keeps them posted on material discussed at a meeting, helpful suggestions, reprints of pertinent articles, and news items.

If the integration of the blind into the sighted world is accepted as a reasonable goal, it is not the parents alone who need to be guided and educated to help the blind child achieve such a goal. No matter how completely the parent accepts this philosophy himself, he cannot retain such a belief if the community as a whole is not willing to accept the blind child and permit him to participate in a wide variety of activities. The preschool worker and the agency have a definite responsibility to do everything possible to convince the community that the blind child should receive understanding, encouragement and an opportunity to become a contributing member of society. The Advisory Committee on Preschool Blind Children has proved most useful in this regard since each member is also active in his or her own professional group and serves as a liaison person to such a group. Talks on the preschool blind children are given to professional groups, business men and women's clubs, church groups, student nurses and social workers, in fact wherever such an opportunity may be found. The film, "Fun Without Sight," which we made showing 12 preschool blind children at play, is proving worthwhile as a means of convincing the members of such groups that blind children can be much like other children if given the opportunity.

Last year a very successful workshop conference on the blind child was held in Vancouver under the leadership of Dr. Lowenfeld. Out of a registration of over 100 approximately half were parents. Doctors, public health nurses, social workers, teachers from public schools, and kindergartens and the school for the blind, and other professional people made up the balance. It proved a very worthwhile undertaking insofar as the parents were concerned and was particularly valuable in promoting greater interest and understanding of the blind child in the community as a whole.

Our program for preschool blind children and their parents is financed jointly by the Provincial Department of Education and the C.N.I.B., a private social agency. We work in the closest cooperation with the school for the blind and the staff there are more than delighted with the results. The beginners, whose parents have used the service, are eager, enthusiastic and ready for a school experience, far different from the type of beginner five or six years ago. The children are more mobile, more self-confident and relaxed, have a greater fund of general knowledge. In other words they are ready for school.

EDUCATIONAL PROVISIONS FOR BLIND CHILDREN IN THE STATE OF CALIFORNIA

I. *Provisions for pre-school blind children:*
(A.) State services in Southern California;
(B.) Variety Club Services in Northern California.

It is estimated that at present about 600 blind children of pre-school age live in the State. Of these, about 450, or 75% are blind because of retrolental fibroplasia. Statistics indicate that the years 1951, 1952, and 1953 were the peak years in which children were born who developed retrolental fibroplasia, a condition connected with prematurity. In 1954, the first year in which efforts to control the oxygen supplied to prematurely born babies became effective, the number of retrolental fibroplasia cases decreased considerably and in 1955 and 1956 only occasional cases were reported.

II. *Provisions for school-age children:*
(A.) The California School for the Blind in Berkeley;
(B.) Classes for blind children in public schools.

The residential school for the blind in Berkeley accommodates at present about 165 students. 19 communities have classes for blind children in public schools which are attended by 421 children. Thus about 600 children of school age receive special education in California. It must be expected that the years from 1957 to 1960 will see a continued increase in the blind school population of our State. By 1961, most retrolental fibroplasia cases should have been absorbed by our educational facilities and admissions to the residential school and to classes for blind children should recede to numbers comparable with those of the pre-retrolental fibroplasia era. By 1972, the wave of retrolental fibroplasia children should have passed through available school facilities.

III. Services offered by the Bureau of Vocational Rehabilitation are available to applicants who are at least 16 years of age. Thus the Bureau of Vocational Rehabilitation frequently works with pupils of the residential school or of public school classes and with those who have terminated their education in either of them.

IV. The State of California provides assistance to blind college students from a Reader's Fund administered by the California School for the Blind. Up to $1,000 per year can be provided for an undergraduate student and up to $1,200 for a graduate student. At present about 70 students are assisted in their studies by this fund.

EMPLOYMENT STATUS OF FORMER PUPILS OF THE CALIFORNIA SCHOOL FOR THE BLIND

MRS. JOSEPHINE BUELL, Faculty Member
California School for the Blind, Berkeley, California

This is a normative-survey study to determine the status of employment of former students who have left the California School for the Blind between 1927 and 1951. The writer received permission from the superintendent to use confidential files of students leaving the school at the age of 16 or over. These records have no follow-up information filed but were most helpful in identifying names of individuals leaving school each year.

Most of the information on former pupils was obtained from Mr. George Fogarty, placement officer and vocational advisor of the California School for the Blind. He comes into contact with these people through conventions and visits to their homes. Additional information was obtained from the superintendents of the industrial workshops in California and from Miss Edna Mae Fleischer, a hostess at a recreation center.

During the period 1927-1951, 467 students, 16 years and older, left the California School for the Blind. The writer was able to obtain information on 358, or 76.7 per cent, of these former pupils. The sample was well distributed over the twenty-five year period.

About three-fourths of the former pupils of

the school are gainfully employed. This includes housewives, workers in sheltered shops for the blind, vending stand operators, and students preparing in college. Nearly one-fourth of the gainfully employed are working in subsidized occupations, such as industrial shops for the blind and in the vending stand program.

Using this broad definition of employment, it is found that the blind are 15 per cent below the national average for sighted people. Other studies show that the average income of blind workers is much lower than that of gainfully employed sighted individuals. Of course, there are some prosperous blind people.

In comparison with sighted workers, there are in California more blind individuals in white collar occupations which includes selling in its various forms, such as vending stands for the blind, door to door and newspaper salesman. There are fewer blind in the skilled trades. The percentages for the two groups are about equal in semi-skilled and unskilled occupations.

Let us consider separately the employment status of males and females. One hundred and two, or 54 per cent of the located former male pupils, are employed in regular industry and by governmental branches. These are unsubsidized occupations. About 14 per cent are employed in industrial workshops and about 8 per cent are earning a living in the vending stand program. In other words, 22 per cent of the males are found in subsidized occupations. This leaves 24 per cent unemployed.

Occupations of Former Pupils of The California School for the Blind

Occupations	*Number of Male Blind Workers*	*Occupations*	*Number of Female Blind Workers*
Unemployed	35	Unemployed	36
Musician	9	Housewife	69
Industrial center	26	Industrial center	15
Professions	23	Professions	13
Assembly work	15	Assembly work	5
Vending stand	15	Vending stand	7
Selling	10	Selling	2
Dark room	5	Dark room	2
Self employed	3	Self employed	2
Janitor	5	Beggar	2
Office clerk	4	Traveling companion	1
Piano tuner	4	Domestic	1
Farming	2	Braille transcriber	1
Gardener	2	Switch board operator	1
Truck driver*	2	Bird raiser	1
Messenger	1	Waitress	1
Upholsterer	1	Clerk	1
Quarry worker	1	Dance instructor	1
Braille transcriber	1	Candy factory worker	1
Merchant marine*	1		
Catering business	1	Student	7
Radio repair	1		
Laundry worker	1		
Tax consultant	1		
Minister	1		
Truck helper	1		
Kitchen help	7		
Student	11		
Total	189	Total	169

* Former students whose sight improved.

Vocational Status of Accounted for Former Pupils

	Female	*Male*
Employed		
Unsubsidized occupations	35 or 20.7%	102 or 54.0%
Subsidized occupations		
Industrial center	15 or 8.9%	26 or 13.8%
Vending stand	7 or 4.1%	15 or 7.9%
Housewife	69 or 40.8%	
Unemployed*	43 or 25.5%	46 or 24.3%
Total	169 or 100%	189 or 100%

* Includes college students because they are not now earning money. Most of them will become employed.

About 41 per cent of the former female pupils become homemakers, and somewhat more than half of them marry sighted husbands. Nine per cent work in sheltered shops while 4 per cent are found in vending stands. Unsubsidized occupations take care of approximately 21 per cent of the former female pupils. Unemployed are about 25 per cent of the girls leaving the California School for the Blind between 1927 and 1951.

About two-thirds of the blind students entering college graduated. Somewhat more than half of the blind college graduates entered the professions. The figures compare favorably with the progress of sighted students in these areas. As in the case with sighted pupils, many former blind students become employed in other jobs than those which were goals upon graduation from high school or college.

Limited evidence indicates that the percentage of former students of the California School for the Blind who become gainfully employed compares favorably with that of other schools for the blind.

Less than half of the former pupils have gone into white collar pursuits. In twenty-five years nine of the former pupils earned a living as musicians, and most of them work in night clubs. Eight per cent of the former pupils successfully entered the professions. Nine have succeeded as teachers, eight in social work, five in rehabilitation work, four in law, four as chiropractors, and three as music teachers with a private clientele.

Only a few have gone into piano tuning and farming. It would seem that these two fields offer more opportunities for the blind. California lags behind some states in the number of blind employed in these occupations.

On the other hand, a number of totally blind students in California become employed in the dark room of hospitals developing x-ray film, while some of the partially sighted have gone into kitchen work. It is likely that some of the states do not make as much use of these occupations for the visually handicapped.

Begging by former students is practically non-existent. There are blind beggars in California, but they do not come from the school for the blind.

Although the income of blind workers is still far below the sighted in general, the economic position of the blind has improved a great deal in the last fifteen to twenty years. At one time there were not many jobs for the blind and there was little financial aid offered the visually handicapped by governmental branches. The students in the California School for the Blind can look forward with considerable confidence that they will become gainfully employed in one manner or another.

CENTRAL MANAGEMENT IN CONCESSION STAND PROGRAMS

CARL A. JOHNSON

Manager, Concession Stands, Cleveland Society for the Blind
Cleveland, Ohio

In December, 1955, I was privileged to attend the conference in New York City, called by the American Foundation for the Blind. The purpose of this conference was to raise standards and principals in Concession Stand Programs. After a day of confering, we were

told by those participants in this conference, who were not completely familiar with the day by day operation of our concession stands, that we were leaving out the minutia, thus, making it difficult for them to completely understand our objectives. Since that time, I have thought much about the need for knowledge of the many many little facets of our day's work, and I am fully confident that Centrally Managed Programs can play a major part in bringing to our operators and to our staff, through adequate training, the many little details that are so important to our day's work.

In Cleveland, we have regarded the Concession Stand Program as a business. We have been able, through Central Management, to make our program really pay off. By paying specific attention to accounting statistics, we have made it possible for our operators to receive the maximum possible percentage from their concession stands. The accounting statistics reveal many things, and this agency has the good fortune to have a comptroller who believes that a good bookkeeping department is a source of information for the staff it supports. When one of our concession stands runs a low percentage, its operator is called into my office, to discuss the possible causes for this low percentage. When we first started this procedure, operators came in with fear in their hearts, however, that is no longer true, for they quickly learned that through these interviews and the ones to come, that they are the benefactor and we had simply shown them the way to earn more money. Let's face it, the dollar speaks and has an uncanny way of making little problems out of big ones.

Through Central Management, we have been able to bring to our operators, new types of merchandise, new methods of display, sales approaches and certainly, new equipment when they need it. We have been able to develop a buying power, which has done much to balance the economy of our program. Permit me to detail just what this buying power has done for our operators. We have been able to demand the best possible equipment, which is furnished by jobbers, such as, ice-cream cabinets and coffee urns. Through it, we have been able to obtain large rebates from the great quantities of merchandise purchased, and at the end of the year, our operators will enjoy a sizable additional income as a result of these rebates. Because we have marketed our buying power, we have created a competitive spirit, which brings to our door, knowledge of all new types of merchandise, thus, we are able to choose the best among it. One of the greatest contributions our buying power has made to this program is its income balancing effect. Those of us who are familiar with Concession Stand Programs, all know that food stands operate on a much higher gross profit than the lobby, or news type stand can possibly earn, know the kinds of merchandise on which we receive rebates are sold most on the lobby, or news type stand and in much lesser quantities on the food stands, therefore, the stands with a lower gross percentage receive the greatest returns from these rebates, and the food stand which already has a high percentage of profit, receives the smaller return. This is a happy solution to an old complaint. Further, by way of balance, our buying power has also made it possible to demand that the same types of merchandise be delivered to the small stands, as well as to the large ones, for we all know that our jobbers like to take care of their big accounts and neglect their small ones. But we can not permit this to happen, for it is our responsibility to see that our operators receive equal treatment to the best of our ability. It is not always their fault, that they are operating a small stand, when they have the ability to operate a large one.

Out of Central Management, we have developed a vitally important service research, which means simply that my staff and myself spend all the time necessary working with the grantors of our locations, to see what kind of service we can give that will make our operation a better one. The reason for this service research, is as simple as its explanation. It is one more way of assuring an employment opportunity for all the blind to come, and we can best do this by giving the kind of service that people are accustomed to. More than one executive has said to me, that they are glad to be a part in the employment opportunities for blind people. But they will not permit these opportunities to cost them man hours.

Through Central Management, we have been able to improve the quality and efficiency of our staff. For we fully realize that through obstinance, laziness and selfishness,

we are fully responsible for any criticism that comes to our staff and to our agency. Moreover, we are obligated to maximum efficiency, for we owe it to our operators. We are, or should be, their guiding hands. In order to aid in staff efficiency, we have set down some basic rules and have insisted that they be followed religiously. We insist that our supervisors make out an itinerary, before leaving the office in the morning and that they follow it as closely as possible, so that they can be reached quickly in the event of an emergency. We insist that they do not mis-inform our operators, that if they do not know the answer to a question, they are to get it as quickly as possible. We insist that the information passed on to our operators be brief, clear and correct. Above all, we insist, that they do not betray the confidence of the operators they serve. Under no circumstance, will we tolerate the carrying of tales from one stand to another. Furthermore, they are denied all medical and personal information, unless the operator, voluntarily, gives it to them. Finally, our supervisors are told that even though they are in a position of authority that they are to be helpful to the operators at all times and that when they are antagonized, they are to walk away from a problem, until they can approach it sensibly and not autocratically. We owe this kind of treatment to our operators, for we should do everything we can to help them to succeed in their businesses.

I am greatly concerned, because all too few people know of the wonderful employment opportunities available through concession stand operation, and of the security it affords. Moreover, I am concerned about the lack of interest in the kind of program development which would insure a service to our customers, which would greatly aid in program expansion. Let me relate a statistic, which I believe will emphasize the value of Concession Stand Programs nationwide. Before giving this statistic, let me say that I do not wish to be critical of sheltered shops, for this statistic is in direct contrast to their efforts and we all know that sheltered shops serve a particular kind of service and do a wonderful job of it. I also, should make it clear, that I know of other programs that could be just as boastful as I shall be. In 1955, The Cleveland Society for the Blind paid to its blind employees, three hundred thousand dollars. Its sheltered shop employees earned one hundred and fifty-one thousand dollars and in order to pay this money, the industrial shop has an investment of five hundred thousand dollars. On the other hand, the Concession Stand Program paid to its employees one hundred forty-nine thousand dollars, or just short of half of the total three hundred thousand paid and the Society investment in the Concession Stand Program is a little over fifty thousand dollars. Therefore, one-tenth of the investment paid almost half the earnings. This is one more example of the possibility in a Centrally Managed Concession Stand Program, and is brought about because of good business management. There is another major thing that Central Management can do, which may be of major importance in our future. A Centrally Managed Program can, without question, operate without the aid of the tax dollar. We are positive in this statement, because we are doing just that. We firmly believe that any metropolitan area, where it is possible to have any number of concession stands, that this pattern can and should be followed, and that any concession stand operator, who is a part of such program, ought to be proud of it. For he then, not only can say that he is a tax payer, but he can boast that the state legislature, in his state, does not have to appropriate X dollars per year, for the administration of the program of which he is a part. Before leaving the idea that Concession Stand Programs can be run without aid of the tax dollar, let me point out one more distinct advantage. If the Vocational Rehabilitation money, that is now being used for administrative costs, as well as maintenance and repair of equipment, could be spent in a well rounded training program for both staff and operators, the problems we face in trying to keep our present locations and those encountered in an effort to expand our programs would be far less intense, for these problems always have been and probably always will be, laid at the doorstep of the agencies who are charged with the responsibility of program administration.

I have indicated the need for training and have suggested what the results of a good, well rounded training program might be. I have traveled from Toronto to Texas, and from New York to California, and have seen several different conceptions of Concession

Stand Program operation. But in talking with program administrators, we all have one thing in common, because we all believe that good training is becoming increasingly important. It has been a wonderful privilege to travel over the country, for it certainly has been broadening. While I was in Houston, Texas, I saw the beginning of the kind of training program we are thinking of. Mrs. Jeri Rougagnac, director of the Houston Harris County Lighthouse for the Blind, is responsible for developing the training program of which I have spoken. I shall not go into detail about her program other than to speak of two major areas in teaching, which I believe to be vitally important. On the staff, at the Lighthouse, is a bookkeeping teacher, who is endeavoring to teach concession stand trainees a basic knowledge of bookkeeping, so that they can keep their records clear and above all, can understand a financial report when it is given them. To be able to understand the difference between their gross and net profit and to know the meaning of the cost of goods sold, is a real aid, for we know that when an operator cannot understand a financial report, he feels that someone is trying to put something over on him. This is an area where understanding is important and thoroughness in training will relieve any tensions. A nurse, on this teaching staff, is another real asset because a thorough knowledge of the reasons for health regulations will make it easy for these future operators to follow these rules without resentment, and I'm sure after their training at Houston, will be completely familiar with the importance of personal cleanliness. While I saw many wonderful things in this training program, I was critical of some phases of it, or at least feel that there should be some changes made. Before I go into the area of criticism regarding this training program, I should like to say that I was extremely pleased with Mrs. Rougagnac's acceptance of my criticism. I would hope that none of us would become defensive when our programs are criticized. I would rather think that if a suggestion is offered, we would not refuse to pursue its possibilities unless we had given it every conceivable test and could say with confidence, that it would not work. I certainly hope I am never guilty of the thing of which I have just spoken.

Perhaps I should say further, Mrs. Rougagnac is aware of the fact that I am talking about her program at this time, and knows pretty well what I intended to say. Now, back to our training program at Houston, Texas. I was critical of the equipment being used and the manner in which it was set up and this is a mistake that is so frequently made. We need to realize that equipment has much to do with the speed required to offer the kind of service we are capable of. For our operators know that the service in our business must of necessity be fast. We came close to losing one of our concession stands recently, because of inadequate equipment. Fortunately, we had been negotiating with the grantor for permission to install new equipment. However, during the period of negotiation, there was a change in the general management of the company and the new manager felt that our blind people were incapable. After taking him to lunch in several locations where the service was faster than was necessary in his particular location, we were able to prove that it was our equipment that was causing the bottleneck and not the inability of our blind people, and as a result, new equipment is now under construction for this location. In order to speed up our service, the Associated Products of Toledo, Ohio, constructed a special warmer for us. This warmer enables us to place about one hundred fifty cans of soup in it at nine o'clock in the morning and by noon, we have a wide variety of soups to be served at a temperature of about one hundred and seventy-five degrees. These soups are served in much the same manner you would serve a bottle of pop. We simply hand the customer a can of soup, a paper bowl and a plastic spoon. He takes it to the can opener and opens it himself. The serving time in this operation is no longer than that of a bottle of pop. The Coca-Cola Company has developed a pre-mix drink dispenser, which comes in a one hundred and four drink bottle and is hooked to a machine that cools it from eighty degrees to thirty-one in less than six seconds. This apparatus is placed under our counter and we can get six ounces of coke from it simply by placing a cup in the proper place and pushing a button. This too, speeds up our service and is also a solution to the bottle problem. In order that we may be constantly aware of new developments in the equipment, we subscribe to several peri-

odicals, such as, Food Filled Reporter, In Plant Feeding and Institutional Feeding and Housing. In addition, we let it be known to all local equipment handlers that we are interested in any new developments they may come across.

In conclusion, I should like to review a few points that were made earlier. First, this is a business and we must demand the same high caliber of the people who participate in it, that would be expected of the people who participate in any successful business. Our service must be of the highest in quality and our sales standards and merchandise display as well as the equipment used, must meet, if not exceed that of our competitors. The second major factor is, while our choice of personnel to man our program cannot be as broad as it is in the sighted world and because it is our responsibility to serve the blind, we can and must train them to obtain the standards we know they must have. I am confident this can be done. In addition, we should have adequately trained staff and see that they function at a maximum of efficiency. Finally, our programs ought to be run wherever possible, without the aid of the tax dollar. I believe this because we are doing it and our service charge is comparable to that in many states who receive subsidies in addition to the service charge collected. With efficient program management, our operators can afford to pay the service charge and will have a higher average income in spite of themselves. We have and can now, prove this.

PROBLEMS IN THE DEVELOPMENT OF A SOUND VENDING STAND PROGRAM

J. D. PAULK, Operations Supervisor
Georgia Cooperative for the Blind, Atlanta, Georgia

Well, you folks come from a lot of places—I don't know where you live, but I suspect we have pretty much the same problems.

I'm thinking of a story about an old gentleman who came from New England down to Georgia to sit with a friend of his on the porch—a bunch of dogs took out after a coon—a baying and hollering—and the old boy from Georgia said, "Did you ever hear finer music? Isn't that a symphony for your ears?" The old fellow from New England said, "I can't hear a thing for them *damn dogs.*"

Well,—we could have different views, I suppose—but I think today we have the same common denominator—a sincere desire for more and better job opportunities for the blind. We don't want anything we are not entitled to, but we don't want to miss anything either.

In the past year we have had to cope with a multitude of problems brought about by Public Law 565, and by subsequent regulations which interpreted that law. And we have all been up to our ears in adapting our policies, pay plans, fringe benefit programs, and even our operating budgets to these new regulations. In Georgia we have been in such constant contact with the office of Internal Revenue regarding the status of our operators relative to Social Security and withholding tax that one would think that we were operating under the Department of Revenue.

Yes—We have our problems—

I have a friend—I saw him out under his car the other day—down on his back—feet sticking out—I said to him, Herb—you got problems? He said No—not me—and I said—Then what you down there for? He said—I don't count anything a problem I can fix. There's an awful lot in this work we can fix, isn't there?

But let's not be so concerned with these problems—or so burdened with the infinitude of detail in our work that we fail to lift our eyes to the major problems which we must meet and overcome if we are to firmly establish this program as a pertinent fixture on the American scene. The problems which I consider to be our major ones today fall under three headings.

First is the need for developing a spirit of pride and enthusiasm among all who labor in the program.

Second is the need for constantly improving equipment design and merchandising methods—for making our service more attractive and more efficient.

Third is the problem of successfully selling our services to industrial plants and privately owned office buildings.

Webster defines the word develop to mean "to promote the growth of—to make active"—What can we do to promote the growth of a spirit of pride and enthusiasm?

We know that we are proud of the accomplishments thus far and—we are enthusiastic about the future possibilities—but—we need to convert this pride and enthusiasm into usable form,—it cannot be allowed to remain latent—it must become more active,—must be developed to the fullest extent. We must demonstrate our pride and enthusiasm by our actions and by our words to everyone we come in contact with—

Certainly, the operators of the stands—the ones who are in constant contact with the public—must, even more than we, be enthusiastic for their work, be proud of their being a part of the work.

A complete understanding and acceptance of the fundamental policies and procedures of the program between the operator and the Agency is the first step toward creating a climate favorable for developing this pride and enthusiasm. Are we doing the things we ought and can do to establish this climate? Perhaps the most important single thing where a complete understanding must be had is in matters concerning pay. We should be just as painstaking in explaining the pay plan as we are in explaining the weekly sales report. Each operator should be able to determine from his weekly sales report and his knowledge of administrative deductions exactly what he is due on each pay day. And then if there is an error, and there are bound to be errors, the operator can detect it and of course the Agency can correct it. In other words, they are entitled to know, *and they should know* as much about their pay plan as the bookkeeper knows.

Paid vacation and sickleave provisions were eliminated by the regulations interpreting Public Law 565. However, many operators are taking vacations and sick leave this year at their own expense. Have they been made to understand the effect of their time off on their earnings? Is it clear to them how their pay check will be affected?

The policy of the agency toward eventual private ownership of the location should be clearly stated in the beginning. A definite policy should be made by the Agency and then strictly adhered to in every instance. The policy of promotions and transfers must be covered. An operator must not be promised more than it is reasonable to expect him to attain on his job.

Care should be taken to see that supervision is accepted by the operator as a method to help him to do his job easier, and/or to increase his pay. Emphasis should not be on doing the job as the means of accomplishing the aims of the supervisor.

We must clear these stumbling blocks *before* we can develop the pride and enthusiasm we need *just* as a man should clear his lot of brush and tanglewood before building a house. Did you ever see an operator on the job just after he had received his check only to discover that it was ten or twelve dollars less per week than he had anticipated or figured? Wasn't he in a fine mood for boosting the vending stand program? Or did you ever have to carry the bad news to an operator that there had been a mix-up in the vacation schedule and would he mind taking his week off a little later? That's poison, isn't it?

We must eliminate every source which has the potential of upsetting mutual trust and confidence between the operator and the agency.

Then we must take positive steps to develop in every person enthusiasm for the work they are a part of.

One thing positive we can do is to provide every operator with the full knowledge of the extent of the program, the record of its growth, what it means to all of the Blind, what it means to the overall acceptance of other types of handicapped by the general public, and even what it means to the tax payer. We must give them the facts, the selling facts—we must infuse them with material which will make them enthusiastic about this program. And that shouldn't be difficult to do. Listen to these facts released by the Office of Vocational Rehabilitation.—There were one thousand six hundred and sixty four vending stands in operation at the end of

fiscal year 1955. These stands were providing jobs for one thousand seven hundred and twenty-one blind operators, three hundred and ten blind assistants, and seven hundred and forty-six sighted assistants. Net earnings of the blind operators exceeded *four million dollars*—net earnings of all employees of the program exceeded *five million* three hundred thousand dollars. And the actual cost to State Agencies in operating this program in 1955 is something to know too. Only two hundred and thirty four thousand, four hundred and forty three dollars—

This is one program that pays—not costs.

We should feel very proud of this fact—should demonstrate this pride in every way we can.

To be sure there are some things that we are not so proud of. Although the national average of operator earnings has grown from $1957.00 in 1952 to $2345.00 in 1955, it is still much too low for us to boast about. But when we are trying to sell, we need dwell on the positive, not the negative.

We have a fellow at home who knows how to sell.

I suppose nobody in the world likes to go to the dentist but our kids do.—We got a pretty smart old boy—he's probably a fumble-thumb—but he knows how to spread an idea. When he gets thru with our little kid, he takes his prescription pad—and in Latin—he writes a prescription—gives it to the little kid and says Mister—see little guy—Mister—take that across the street—you'll get something from the druggist you ought to have—and he waltzes across there—and whatta you suppose he gives him for it?—Ice Cream Cone—Whatta you suppose happens around our house—kids hunt us up about once a week—I got a hole in my tooth—got to go down and see ole doc tomorrow—

Listen here—We can sell this thing. We have an exciting story to tell, a real business man's success story. The more salesman we have promoting this, the wider distribution this success story will get. Lets extend our coverage by making boosters of every man in our program.

Yes, we can sell this program—

But we can't do it by airing our differences, our gripes and our difficulties. That's no way to stimulate enthusiasm.

In constrast, much benefit will come if an operator spreads the word of what the program has meant to him or her personally, and what it means to other blind.

Just one or two more points and then we will leave this subject for another problem.

Pride and enthusiasm are absolutely essential if we are to maintain a standard of service which requires no apology and which produces an increasing favorable public opinion.

The efforts of two or more individuals working as a team toward a common goal is greater than the sum total of the individuals working as individuals.

A chain is no stronger than it's weakest link, thus we are challenged to make every operator a booster.

Finally—experience has demonstrated that men who are enthusiastic and proud of their work are most often successful in it.

The second problem that comes to my mind is of improving equipment design and merchandising methods, the problem of making our service more attractive and more efficient.

I think we are too willing to design equipment to fit the man when we need to fit the equipment to the job. Let's dare to experiment with new types of equipment—new types of service—and then share our experiences.

We are going to an almost complete SERV-UR-SELF service in Georgia and it has many advantages over the customary front and back counter arrangement. Turn the beverage cooler around to the customer—it speeds service, for the operator is relieved of finding the bottle and then finding the customer. It speeds service in another way in that the bottle openers are located a distance from the stand thus moving the already served customer away from the stand for bottle opening. It also makes the job of reloading easier for there is always more space outside of a stand than inside.

This trick might have been known and used by some of you for a long time. But we fellows from Georgia don't travel around much and we have to learn the hard way. Wouldn't it be wonderful to have some type of a monthly or quarterly information ex-

change bulletin where each state could learn from the experiences of the other states.

I remember very distinctly the day we installed the first SERV-UR-SELF Beverage Cooler. It was an eight foot open type box equipped with lids which slid back into the box. The location was an industrial plant which had a record of being hard to please. They were especially keen about their employees getting back to their work on time. That was what mainly prompted the experiment. A pen constructed of 2 by 2 framing covered with hardware cloth enclosed the area we were to occupy. The decision to reverse the position of the box called for some alterations in the pen and once the alterations were made the box would have to remain turned out. Well, the first break was a tense one for us. Some of the management had already condemned it as an unworkable arrangement, and then the customers, being unfamiliar with the new type service—seemed to just hang over making a selection that day. It looked like the fellows who were content to stick to old patterns were right again. But after the first day, we begin to notice the line of customers speeded up; we were serving the same number of customers in approximately half of the time.

This stand is located in the Scripto Manufacturing Company in Atlanta. It was the only concession we operated for this company at that time—in fact, it looked very much like we would lose it because of congestion around the stand—and because of the slow service.

I am very happy to report that we now operate three noncompeting canteens for this company and Scripto is now one of our best boosters. I think that this changed attitude is due to changing the layout of equipment —to improving service in this plant.

There are many improvements which can be made on our equipment, many refinements which, coupled with improved methods of merchandising will not only make our service more attractive and more efficient, they will mean more locations.

The Coca-Cola company has recently come out with a REDI-MIX dispenser unit which we will try this fall in Georgia. In a building where we have a very large Coca-Cola business, we also have a shortage of space for seats, a shortage of space for storage, and a shortage of space for refrigeration. In short, we are long on customers but short on space in which to serve them. The REDI-MIX dispenser unit promises to remedy the storage, seating and refrigerating problems. We will not completely eliminate bottled drinks, but do expect to cut deeply into their sale. This unit will be equipped to carry two fruit drinks in addition to the Coca-Cola. We are expecting a big improvement in our bottle situation too. If this unit does work out as we have every reason to believe it will, we should be in a much better position to go into industrial plants where bottles have always been considered a hazard to safety.

Last year I saw my first double service coffee urn in operation in Chicago. This urn could be refilled from one side while customers were drawing coffee from the other side. This arrangement had never entered my mind—but some *thinking* person in the Chicago program had seen the advantages of it over the conventional service. We traded two of our urns in on double service urns soon after my return home and believe you me, we speeded service in those locations.

I understand that hot soups are now being vended successfully—I haven't seen one of these units—but I'm anxious to see how they work. Maybe some of you have already found a safe, and satisfactory way for a blind man to handle hot soups. We haven't. Our *totally* blind operators do successfully make and sell hot coffee in many locations. They are doing it and doing a good job by using a special Hotel Blend of Instant coffee which is simple to brew, and which eliminates the messiness of grounds.

We should be constantly trying to find new items, new lines which we can handle. We should *not* feel confined to skin-tight old fashioned ideas and customs of what a blind man can and cannot handle. There is no reason why in many locations we should not try leased rack merchandisers—we can sell a tremendous amount of drugs, sundries, cosmetics, stretch socks, hose, etc.

These ideas and many more no doubt have been tried by some of you; new ideas are the food on which any business thrives. We, in the vending stand program especially need to keep abreast with all improvements in our field—we should keep even with other canteen services with which we compete for locations. We improve—or we fall behind in the rapid pace being set today. We must offer

a service so efficient, so attractive that our services are *sought after*—and *talked about*—not merely put up with.

Competiting canteen services are becoming more and more efficient. Full service, coin-operated machine services are being expanded to vend almost every refreshment item.

We must give each man the best equipment and the best training possible and then see that he uses them if he is to have an even chance at success. *The novelty of a blind man working behind a counter is wearing off—and isn't that what we all wanted?* If our vending stand program is to survive and grow, it will be due to being able to do the job—to provide a service as well as any other canteen service can provide.

We need to keep a long range view in mind in this program at all times.

This long range view is illustrated by a story I heard one time about a couple of convicts—

They put them in a cell—made them acquainted; and one of them said, "How long you in for brother?" The other one said, "Fifty years." The first one said, "I'm in for thirty-five—I'll take the bed near the door cause I'm getting out first."

Now I'll admit that is stretching the point a little to get in a story—but I do like to think that the labor and thinking that we put into making this program a REGULAR on the American scene not only helps by providing job opportunities for the Blind of this day—it secures this field of opportunity for the Blind of tomorrow.

So again, let me say that we must constantly improve our equipment, our merchandising methods—we must constantly strive to make our service more efficient and more attractive. And I want to urge that something specific, something concrete be done at this convention to facilitate the exchange of ideas between all vending stand agencies in order that we might have the benefit of the combined thinking and experience of many in this effort to firmly and securely establish this program. We have the tool in our hands to get this job done—the combined experience and know how of the men and women in this room is enough to put this program over. Let's quit asking for new legislation to do the job. Most of the stands which could be had by legislation are now taken. And that brings me to the *third problem* I want to talk about.

Results computed from these cards show conclusively that most of our locations are in government buildings—either Federal, State, County, or Municipal. And I think that pickings in that field are going to be slim from here out. Especially in view of some of the loop holes which were written into the different Departmental Directives supposedly to assure preference to Blind Persons for the Operation of Vending Stands on Federal Property.

Forty-six vending stand agencies in forty-five states returned these cards. And I want to thank each of you for your prompt cooperation in this matter. I promised in my letter that I would make known the results of the survey, and I shall send each of you a mimeographed summary of the results as soon as I return to Atlanta.

This survey was aimed at finding out just where our vending stands are located. Every year we get a report from the Office of Vocational Rehabilitation which breaks down locations by Federal and Non-Federal buildings. I was anxious to know how many stands were operated in all types of government buildings. Then I wanted to know how many stands were operated in industrial plants and in privately owned office buildings.

These are some of the things you told me by returning the card.

In July 1951, there were 859 stands in operation in Federal, State, County and City buildings. Only 218 stands were located in industrial plants or privately owned office buildings. In July 1955, there were 1166 stands in operation in all types of government buildings and only 392 stands in industrial plants or privately owned office buildings. And that is where our weakness is—We still have very few vending stands in private properties. We are depending too much on our "Cousins"—other government agencies—the Post Office Department, the Treasury Department, the County Commissioners, the Mayor, etc. to help us set up John Doe in Business.

In most cases we can bring a little pressure to bear, or a little pull here or there, or cite some regulation and get a location in a government building. But that isn't the story when we begin negotiating with an industrial plant—first of all they are in busi-

ness to make a profit. And the burden is upon us to prove that we can contribute to that profit. We must be able to sell our services to private enterprises in terms of what our services can add to their operation—to prove that we will solve problems, not create them.

Most of us haven't done too well at selling our services to Industrial plants and privately owned buildings; of the 372 locations, 155 or approximately 40% of them are located in Texas, California, North Carolina, and Pennsylvania. Ten states report no stands in industrial plants and another 14 states have three or less. In other words, half the states have practically no contacts with industry or privately owned buildings even at this late date.

Why don't we have more stands in Industrial plants? First of all the plant manager has a cost factor on every square inch of space—you don't find any spacious lobbies or unused rooms in industrial plants. One of the most frequently given reasons for not wanting a vending stand is "We have a complete service through the use of automatic coin operated vending machines." Did you ever total up the space occupied by vending machines and bottle racks in a building? It's amazing how they eat up space. Moreover—the argument usually goes on to say "machines are placed near the employee, thus saving valuable time costly to the company—precious to the employee." But how much time is actually saved when you consider the wasted motion in first getting the right change—second finding a machine which has your choice of pop, a machine which has your choice of cigarettes, your brand of candy, gum, crax, etc.—and then maybe find the darn thing out of order or out of merchandise. The point I want to make here is—there is a sales argument to meeting the competition of machines.

Another problem is finding a way to sell our service to a company which operates its own canteen service for the benefit of the employees benefit fund.

I know of an insurance company which operated its own canteen to the benefit of its employees—in more ways than one. At the end of the first year, this company had invested $2500.00 in equipment, had spent $3120.00 for maid and counter help to operate the place—had used 2 hours per day of the boss's secretary's time—cost not figured—and had realized only $200.00 gross profit for the employees benefit fund. This canteen was operated as an honor stand. A full time cashier was finally placed in the canteen at extra cost and it was then discovered that approximately $16.00 was being taken *without* honor. This company finally had to buy a cash register and hire a full time cashier before it was convinced that it should not try to operate its own canteen.

We have the answers to these problems—but are we getting our story across to the right people? Employee benefit funds—many of them serve worthy purposes—but what about those which pay for the company drinking party? What about those which are used to buy flowers for the sick, or birthday gifts etc., sentiments which would be more sincerely shown if supported spontaneously by the individuals interested? What about those funds which become the source of constant bickering over how to spend?

All of these points need to be forcefully demonstrated to the people we have to sell to get industrial locations.

We need to promote the advantages of our operation of canteen services on a national scale. This promotion should be through the medium of trade magazines, one or two popular magazines (in story form), and through the use of a film strip which could be shown to labor and management groups.

Again I want to say that we can't legislate or arrange in Washington for the healthy expansion of this program. We must sell it. And industrial plants and privately owned office buildings offer greatest potential field for future expansion—so our sales pitch must be aimed at them. We need to prove the value of our program to private enterprise—we haven't done so yet on a very large scale—The number of government buildings available for stand locations has been sharply reduced—most Post Offices and court houses now have a vending stand.

Our best bet for expanding this program is by training our efforts on getting locations in the field of industry and privately owned office buildings.

It has been said many times that the vending stands are the showcase through which all of the rehabilitation services are displayed. Certainly, it can be said that a vending stand operated successfully by a blind

person in an industry is an excellent showcase for showing what a blind person can do if given a chance—a showcase right before the eyes of the people who can give us *a greater number* of job opportunities, a greater number of vending stand locations—than all of the government buildings of all descriptions combined.

Now in conclusion—

The attitude of every person in the vending stand program is a positive or negative factor in expanding this program. Enthusiasm—pride inspires pride from others. If our operators *sincerely* appreciate the worthwhileness of the vending stand program—*their program*—they become the best promoters for other locations and for other opportunities for the blind.

Any business that fails to keep abreast with the latest in its field eventually fails. The greatest field for expansion of this program is in industry and in privately owned office buildings.

We owe it to those who are waiting and to those who now have low paying locations to make our program as much in evidence in these locations as we already are in *all types* of government buildings.

RESPONSIBILITIES OF ADMINISTRATORS OF VENDING STANDS FOR THE BLIND

CLIFFORD P. TALLCOTT, Assistant Director

New York State Department of Social Welfare
Commission for the Blind, New York, New York

Whatever our relationship to vending stand programs for the blind, we have all, I am sure, observed with great interest the progress made over the year in rehabilitation programs for the physically handicapped particularly as a result of federal and state legislation.

Since the original Federal act of 1920, there have been many changes in the development and application of rehabilitation philosophies and methods. Federal funds have been made available in increasing amounts to aid the states in the expansion of rehabilitation programs for the handicapped. Under Public Law 565, the states' bases of operations have been vastly broadened to the point that the scope of vocational rehabilitation programs for the handicapped are currently limited only by the breadth of administration planning, the availability of qualified personnel, and the money available. Also, the act provided for the blind specifically, in addition to other services, the amendments to the Randolph Sheppard Act of 1936 which can potentially broaden and increase the employment opportunities for blind persons who have the aptitude and ability to operate vending stands. To further increase opportunities the act has provided for additional financial participation in state agency managed and supervised small business enterprises. The Office of Vocational Rehabilitation, in their leadership role, have worked toward the implementation of the law through development of suitable policies, rules and regulations, and it now remains to us as administrators of rehabilitation agencies and vending stand programs, to discharge our responsibilities in carrying forward the programs under our supervision.

It is my assignment this morning to discuss with you some of these responsibilities which we, as administrators of vending stand programs, have to the various agencies and persons to whom we are accountable, to include:

1. The Office of Vocational Rehabilitation
2. Operators of stands
3. Supervisors of vending stands
4. Management of buildings where stands are located

Many of these responsibilities are overlapping; many are to more than one of the foregoing, but I will attempt to discuss a few of the responsibilities in each area which can be pretty definitely identified and related. However, I am sure that you will agree that in the allotted time I must limit myself to some of the more obvious responsibilities and skip over very lightly or touch not at all, some of the other areas which are no less important despite their lack of coverage. Let's

start with them in the order listed; first to the Office of Vocational Rehabilitation.

Vending stands began to be considered a source of remunerative employment for the blind in the early part of the century. In those days, little emphasis was placed on individual abilities of the blind operator to do an effective job. An opening existed and there was a blind man who needed employment. Some succeeded—some failed—some were supervised by various public and private agencies—some were simply set up by an agency and the blind man was left to sink or swim. Those stand programs which provided for supervision, for the most part, had inadequate staffs, poorly defined standards, and vending stand programs on this continent for the first three decades of the century were in general pretty unsatisfactory to the operators, to the patrons and to the management and owners of locations. The Randolph-Sheppard Act in 1936 provided preference to the blind in Federal Buildings and though such preference was not readily granted by all federal agencies (and in some instances, with what appeared to be sound reasons), it did open the way for an enlargement of opportunities throughout the states. More important still, it placed the responsibility for establishment of uniform standards and rules and regulations (within broad limit, it is true) in a central federal agency insofar as the licensing of vending stands in federal buildings was concerned. This central agency, then the Division of Vocational Rehabilitation in the Office of Education, took its responsibilities seriously. Over the period of years between 1936 and 1954, certain principles and precepts became discernible so that in 1954 when the Rehabilitation Act was amended, these principles and philosophies were considered in the revisions to the Randolph-Sheppard Act, as well as in the provision which dealt with the establishment of agency supervised and managed small business enterprises. Of equal importance during this 18-year period, the blind and the licensing agencies had done such a much improved job of displaying their vending stand potential for serving the needs of the employees and public in the federal buildings, that Congress included the much strengthened preference provision in the Revised Randolph-Sheppard Act with which you are all familiar. In the amendments the responsibilities of State Licensing Agencies and their administrators, to the Department of Health, Education and Welfare and in turn OVR, are pretty definitely set forth in the form of six requirements to which the licensing agency agrees. Five of the requirements are quite specific as they relate to such responsibilities as: (1) provision of vending stand equipment; (2) accounting for the use and reasonableness of funds which are set aside for the various purposes; (3) the submission of reports; (4) the issuance of requlations; and (5) the provision of opportunities for fair hearings. In carrying out these five requirements, the administrator must at least adhere to the minimum specifications, though it must of course be recognized that our responsibilities in the areas can be expanded and developed to the point that we can make an extra contribution to OVR's regulatory and supervisory competence on a nationwide basis. However, it is the sixth requirement (actually the first mentioned in the act) which offers a challenge to administrators of licensing agencies to discharge this responsibility to a point which will enable OVR to provide the leadership necessary to obtain the maximum potential of vending stand programs for the blind. So let's review this requirement. I quote in part from the Amendment to Section 3 of the Act of 1936 as contained in Public Law 565 of 1954:

"A State Commission for the Blind or other State Agency desiring to be designated as the licensing agency, shall, with the approval of the Chief Executive of the State, make application to the Secretary of the Department of Health, Education and Welfare, and agree to cooperate with Secretary in carrying out the purposes of this Act."

What is the most significant purpose of the act? Let's quote again:

"—For the purpose of providing blind persons with remunerative employment, enlarging the economic opportunities for the blind, and stimulating the blind to greater efforts in striving to make themselves self-supporting, etc.—"

It is with this purpose that we are all concerned, both OVR and the States and our success in accomplishing the purpose will depend to a great extent, on the degree to which we as administrators of vending stand programs do cooperate, not just to the letter, but in the spirit of the law with the Secretary of

Health, Education and Welfare and OVR. Let's consider a few of the specific areas in which we can best and most profitably cooperate in the accomplishment of the purpose:

(1) Develop progressive, realistic, forward-looking policies and standards in surveying opportunities which will enable us to identify and utilize vending stand locations which will be sufficiently income producing to serve the needs of blind persons seeking placement.

(2) Engage in research activities to the extent of federal and state funds available, with the purpose of improving standards and methods of concession stand operation and supervision.

(3) Adequately use diagnostic and training facilities of the Rehabilitation Services to select and train qualified blind persons who will give a good account of the abilities of the blind to carry on this type of activity.

(4) Develop supervisory and management programs which will not only assure good operating standards but will include in-service training and educational programs to constantly enhance the effectiveness of the operators and their methods.

(5) Take a realistic approach in planning. Let's not promise more than we can deliver. Meet the needs of operator and the public adequately as we go along. Maintain a balance between number of qualified operators, available opportunities and available monies. Let's not lose sight of our primary objective —to provide remunerative employment to the blind with an efficient economical expenditure of federal and state funds. Let's use the money we can obtain, both state and federal, as advantageously as possible. The establishment of twenty conventional type stands or snack bars which can be equipped at an average cost each of $4,000., which will provide employment to at least 20 legally blind operators and which will get the abilities of the blind in the public eye in 20 different locations, seems to be much wiser and more practical than to spend the same total amount of money, namely $80,000 on one or two large expensive cafeterias. Each expensive cafeteria will furnish employment to not more than two or three legally blind persons together with many more sighted persons, with all the accompanying problems in supervision, management, procurement and financing. At the same time this kind of an operation does little to sell the abilities of the blind to a large segment of the public. Let's never lose sight of: (a) The economics of carrying out our function (an opportunity for a blind man at low cost), (b) The purpose of furnishing employment to as many qualified blind persons as possible, and (c) The "show window" value of the vending stand program in getting the abilities of the blind to the attention of the public.

(6) Finally, we should make every effort to share the results of our experiences and research with OVR so that they and all the states may benefit from pioneering efforts on the part of the individual state agencies in the various areas of stand operation.

The foregoing are some of our responsibilities to OVR for carrying out the purpose of the program that is: for expanding employment opportunities, for sharing the results of our efforts to promote better incomes for the operators and to assure the most efficient and effective use of both state and federal dollars.

Now—let's take a look at our responsibilities to the operators who are looking to us under the new legislation for expanded opportunities, better incomes, better equipment and better supervision.

Many agencies are (some of us for the first time) asking the operators to share in the various program costs through the device of set aside of funds. Consequently I think that we, as administrators of vending stand programs, should see that the operators get their money's worth. It doesn't matter whether the money they set aside is for maintenance and replacement of equipment, purchase of new equipment, management services or assuring a fair minimum return, or all of them. We have the same responsibility for wise and proper, well planned expenditures of this money as we do for use of public funds. We should apply the same standards and make sure that every dollar is economically well spent and contributes to the accomplishment of the purpose for which it is designated. I think we have to take this responsibility most seriously and give a good acount of our stewardship to the operators who make these contributions. If we do this, I'm sure the operators will feel that payments are not a burden but are a well-paying investment in their individual futures and in the future of work for the blind.

Furthermore, we have a responsibility as administrators in licensing agencies, to see that needed services are provided, even if we decide not to require a set aside of funds by the operators. The stock for each stand should be adequate to enable the operator to realize a maximum income for his particular location. The equipment and fixtures should be attractive, functional and adequate to permit a realization of maximum income potential, and show off the merchandise offered for sale to the best advantage. We have a responsibility to find out which type of equipment best meets the needs of blind operators and use it to the extent that funds available permit.

Also when equipment needs replacement and repair, provision should be made for seeing to it that such needs are promptly and adequately met. No workman can function efficiently and profitably with poor, outmoded or worn-out tools. Neither can the vending stand operator effectively serve his clientele if his equipment has deteriorated to the point that it is outdated, inefficient or inoperable. Our goal should not only be to have our stands modern, attractive and functional when they are established, but to see to it that they are kept in a condition of which we can all be proud.

When it comes to assuring a fair minimum return, I think that here too, we have a real reponsibility. I am not one of those who believes that this responsibility should be discharged through operating a program which requires the good paying stands to provide a subsidy to the stands producing submarginal income. I don't think that a sound vending stand program should in any sense, become a "relief" program. I think that the way we can best meet this responsibility of assuring a fair minimum return is by developing and adopting standards to produce locations which will be busy, challenging, and will offer reasonable incomes to the operators. The locations should have sufficient potential for growth to stimulate the operators to increase their profits through the application of efficient, personable operating techniques. The stand which isn't busy, which doesn't offer incentive to the operator, and which deteriorates instead of growing, serves as a very poor advertisement to the public of the abilities of the blind; also it fails to show constructive planning on the part of the responsible agency.

We also have a responsibility to assure the operators the opportunity to grow within the whole rehabilitation framework. This can be achieved through a realistic, objective and consistent promotional policy within the stand program itself as well as by recognizing that the stand operator who has reached the top insofar as vending stand opportunities are concerned, need not feel he is limited to this field. He should be encouraged, if individual circumstances warrant it, to move from the field of vending stand operation to another which will meet his needs and capabilities more fully. This can be accomplished through close coordination with the overall vocational rehabilitation structure which recognizes that a rehabilitation is finally complete only when the best attainable objective has been reached.

Administration has the additional responsibility for keeping its policies in regard to wages, hours, vacation, sickleave, and other personnel considerations up-to-date and functional. The personnel practices of administrators of vending stand programs as they relate to operators and assistant operators, can contribute much to the morale and well-being of those persons so employed. Let's never lose sight of the fact that blind operators and assistant operators of vending stands need the same kind of benefit programs to insure security for them and for members of their families as do employees engaged in other types of activities.

Another responsibility I feel that we, as administrators, have to operators is to be aware of the fact that they, like other entrepreneurs, need some continued stimulation and training in up-to-date methods of purchasing, merchandising, and record-keeping. All business today is in a fluid, changing state, and stand operators need to be kept up to the minute to the same extent as do managers of chain stores, service stations and other businesses which serve the direct needs of the public. Therefore, it seems to me that we have a responsibility to provide the opportunity to operators to get not only good month-to-month supervision by our staff persons, but to have the benefit of the latest methods, through such media as periodic regional meetings and the regular distribu-

tion of appropriate helpful written materials.

I would just like to cover one more responsibility to the operators, and this one, I'm sure, some of us are not carrying out to the extent that we should. I refer to our responsibility for utilizing the operators as a resource in our program development and planning. We are aware that many of the operators in New York State (and I'm sure New York is not exceptional), have experiences, ideas and suggestions which would be of great value to our program and that they would be very willing to share them with us. I think it behooves us to develop ways and means of using this resource, so readily available, to the fullest.

Now let's take a look at administration's responsibility to supervisors in our vending stand programs. These supervisors are the liaison between the administration of the agency and the public, as well as between the administration and the operators. To the extent that they are properly qualified, properly trained and furnished with the proper tools with which to work, our programs will be more successful in meeting the goals which we have established.

In the first place, we have a responsibility to recruit persons for this work who have the proper background, training and experience. Time limitation won't permit me, nor am I competent as a personnel technician to review and recommend minimum qualifications for vending stand supervisors, but I would like to point out that we are doing our operators, OVR, our programs in general and the supervisors we select, an injustice if we fail to recognize that this job is one which requires some competency in such fields as business administration, accounting, counselling and public relations. So let's not select just anyone to do this job. Let's look at the needs of the job objectively and not handicap our supervisors by placing them in jobs which are beyond their individual abilities.

Now when we hire properly qualified people for these positions, we can't just turn them loose and expect them to function. They have to be given orientation and on-the-job training and this has to be continued, through an in-service training program which is well planned, well organized, stimulating, and which really meets their needs.

I am sure you will agree that as administrators we need to give our supervisors sound policies, standards and procedures which produce a climate in which they can work comfortably. These need to be broad and general enough to permit the supervisor to exercise the good judgment of which he is expected to be capable, and at the same time, sufficiently specific so that he will have some points of reference to enable him to stay on the right track and avoid getting out on the proverbial limb. Furthermore, he needs to be given the authority and the administrative backing to carry out the responsibilities with which he is charged.

In discussing operating policies, standards and procedures let's not forget that the supervisor badly needs to have a voice in their preparation and formulation. I think that we can all agree that it is much easier to implement a policy with which one is familiar and for which one feels a personal pride of authorship. We as administrators, perched up in our "ivory towers" can come up with some pretty fantastic, impractical ideas and if we fail to call on the field people who are closest to the problem, our folly in this respect may well prove to be our undoing. It isn't administratively possible to use all the suggestions of our field staffs but if they know that their ideas are welcomed and given serious individual consideration, their whole attitude toward the job is much more wholesome, constructive and enthusiastic.

We hear a great deal of reference these days to a career service. I am sure we will agree this is a laudable objective in any organization. Our vending stand supervisors need to be a part of such a service. There need to be promotional channels provided which will encourage the right kind of supervisors, not only to enter the service in the first instance, but to put forth their best efforts to move on to better jobs within the organization. Providing this type of promotional opportunity at the various operational levels is not an easy task for the administrator but it is a challenge to his ingenuity which, if he can achieve it, will pay off in the form of a staff which is alert, productive and original. Very few employees in the competitive world of today can be happy or do a good job if they feel they are on a dead-end street.

Now as to our responsibilities to manage-

ment of buildings where stands are located:

In the first place, our policy should be that negotiations with management for stand locations should be on a business-like basis. We have a service to sell, a good service which is a valuable asset to management and which will result, if we do our job well, in serving very adequately the needs of the building occupants. We need not resort to emotionalism or be apologetic. We can sell our programs on their own merits and our operators on their proven, demonstrated abilities. Therefore, let us not oversell but let us be realistic, frank and confident. Let's make a business-like arrangement and put it in writing so that both the building management and the licensing agency know for the life of the agreement, where they stand.

We also have a responsibility to make sure that management is not going to be let down in the matter of appearance of the stands, performance of the operator and quality and quantity of merchandise offered for sale. I'm sure that it must be very distressing and annoying to the manager of a neat appearing, wellkept building to have a vending stand in the lobby with outmoded, unattractive equipment, or even to have a well equipped stand which is untidy or disorderly. If there is anything more distressing to management than the foregoing, I suspect it is to have an operator on the job who is slovenly and discourteous or who is irregular in his hours. It must also be very disconcerting to a manager to get repeated complaints from his tenants about poor merchandise purchased at the stand or the consistent inability of customers to get the particular items desired. I think we, as administrators, need to keep our standards pretty high in all these areas and make every reasonable effort to see that such standards are adhered to.

Once we have obtained a location, we should not forget that we have a continuing responsibility to management other than to provide good operation, good equipment and good merchandise. Let's never lose sight of the fact that the manager of a building having a blind-operated vending stand, feels a certain amount of proprietorship. Even when things are going smoothly he likes to be consulted by the supervisor and he may often have suggestions which should not be overlooked. He may also be our best source of information as to public reaction to the stand. People complain to him who won't complain to the blind operator, or to the supervisor. He will also wish to know when changes in operators, equipment or operating policies are being planned. He is one of our best allies in selling blind vending stand service to the public and to other building managers and it should be a matter of policy that he not be neglected.

In closing, I am aware that these responsibilities which I've been discussing are far from all-inclusive. However, I hope I've hit on some of the more important ones and highlighted some of the areas to which we should all be giving careful consideration as administrators of vending stand programs. If we take our responsibilities seriously and never lose sight of these goals, I'm sure that through cooperation, teamwork and sharing of ideas at every turn, future programming will make vending stand work for the blind an activity which will continue to grow and prosper and will offer more and better opportunities to qualified and interested blind persons.

SIGNS OF PROGRESS IN THE FIELD OF PIANO SERVICE

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Contrary to popular belief, the piano business is still a thriving industry. It has weathered three severe storms which threatened to undermine its foundation. These tempests took form in the invention of the phonograph, the discovery and establishment of the radio, and now our homes are filled with pictorial entertainment through the operation of television. By means of the phonograph, we are given recordings of famous artists. Through the radio, we are brought in touch with fine compositions and hear many of the leading orchestras. Now, through television, these orchestras and their respective

conductors are viewed by their audiences and probably seen in more detail than they can be in the average concert hall. How does all this affect the piano business?

At first, with the advent of these new discoveries and inventions, people sat back and took things easy. The novelty of having entertainment handed on a platter without making any effort, except to press a button or turn a switch, threatened to sap the very basis of our education; namely, initiative in thought and action, and in self expression. What is preventing the occurrence of such an anemic state? Mostly, our American spirit of competition. Our desire to participate in activities with our pals. If Johnny sees Jimmy playing or singing before the public, he is anxious to be seen and heard also. The main purpose of all this introduction is to inform all those interested in teaching the blind to earn a living, that there is still ample opportunity for a well qualified piano service man. This introduction should also encourage music teachers, and all who are intending to follow the musical profession.

There are several reputed schools in this country where men may study and become good piano tuners. However, they are somewhat reluctant to train men who are without sight. This does not mean that they want to keep them out of the field, but because of their lack of understanding of how to handle blind people, they hesitate to undertake the job. What about the facts concerning the training of these lads? Is it true that the acceptance of our young men into a class with the seeing might hold the class back? Let's be frank about this question and answer—yes. There are only two or three differences to be noted in teaching the blind, but they are important ones. Piano servicing is a difficult profession to learn, and we certainly do not want to place our young men under additional handicap.

Let us now examine a couple of problems which present themselves to the student without sight who enters a class with the seeing. First, they would have considerable work with blackboards and drawings. Second, they would need a great deal more individual attention. Those who teach tuning in schools for the blind, find that the one-note model is a veritable *life saver*. These models are a complete unit of one note. They have a key, capstan, sticker, whippen—with all of its parts—a hammer and a damper. The blind student may press the key slowly, and with the other hand, feel the operation of the various action parts, as they perform their function. The student then learns to disassemble and reassemble the parts of the unit, and this facilitates his handling the units when he encounters them in the full piano action. Here, where notes are so close together, he cannot feel many of the inner parts which often need attention. His previous training with the single unit enables him to understand what needs to be done, where the screws are to be found, and how to correct the trouble.

At this point it should be called to the attention of all workers for the blind, that in July 1955, there is to be a teacher-training course held in Chicago, for those who desire to teach piano technology to blind people. Certainly here is a great sign of progress that well deserves our backing and applause. This course, which is a six weeks project, should prove most beneficial.

Great care should be taken in selecting pupils to study this type of profession. Many teachers have arranged aptitude tests to help them determine if prospective students should enter this field. These tests should never be considered infallible, but should be used as guides. Three points on which students should qualify are: Hearing, and tonal perception; mechanical ability; and good character. To test the student's hearing, explain to him the trichord, and show him how the three strings of a given note should sound in unison. Have the student listen to the beats as they increase or decrease in speed. See if he can tell whether the note is changing for better or for worse. Have him listen to different notes in the extreme ends of the piano.

It is not so difficult to determine mechanical ability. Tests can be given with whittling and sawing, and in boring holes through a block of wood in a straight line. The accuracy of this boring can be noted by the use of a square, or straight-edge, and a good system of marking established. It should be stated here that it is extremely difficult to mark tests for tonal perception.

An applicant's character may be established by checking his school record for behavior, his conduct in the class room, and in the cottage or dormitory. We should never underestimate the importance of good appearance and good manners. While this is true with all

people, it is especially so with our lads. Let us not hesitate to stress this fact to them.

What about the question of selling the services of these young men after they are trained and ready to build a business? What are their prospects of making use of this training? The piano business, though a lucrative profession, is one of the most difficult types of business to establish. Part of this difficulty lies in the fact that the public is so little educated to the proper care of the piano. Another important reason is, that Mr. and Mrs. Piano Owner have had so many varieties of so-called piano tuners, that they hardly know who is telling them the truth, and who is misrepresenting the real status of their instrument. Therefore, in this field, the business grows best through what we call *personal voluntary advertising*. Mrs. Jones is much pleased with the work done on her piano by Mr. Greene. She tells Mrs. Smith that her piano has never sounded so well before. Or from another angle, Mrs. Smith sits down and plays on Mrs. Jones' piano. With great glee she inquires, "Who takes care of your piano?" This is the way the business grows best, and certainly this method requires that the tuner-technician delivers the goods.

What about the young lad starting out? Even though he is well qualified, he must eat while this slow process is at work. For him, three methods of advertising may be helpful. To obtain the best results from these methods, all three should be used together. However, if used separately, I believe they would appear in this order of importance. First: Direct mail. Select a mailing list from your local directory, or perhaps attend a concert, and you may find a list of prominent musical people on the program. Second: Run an ad in your business telephone book. This is nearly as fruitful as the source first mentioned. Third: Carry an ad in your local newspaper. This third form is most helpful in small towns where your ad is not so likely to get lost in the paper. However, in large cities where it may not be so readily seen, it does help greatly when used with either of the other two forms.

The Perkins Institutional Tuning Department maintains an operating service department outside, which employs three or four graduates. For many years they have held the contract for the tuning of all the pianos in the Boston Public School system. The contract was secured about the year 1870, and was taken at a very low rate. The purpose at that time was to get the public interested in our tuners, and to let them know how blind people did the work. Lengthy articles containing advertising could never accomplish what our contract did for blind tuners. The public was told very little about this service, but both children and parents saw our tuners entering and leaving school buildings, and still more important, the young men were seen working on the school pianos. This outside tuning department necessitates some extra work, but it has surely proved well worth while.

It might be well to suggest here that our young men should join a lodge, or some sort of social organization. This is a good way to get acquainted and may help to quiet the fears and doubts held by many concerning blind people.

This idea of organization opens up another sign of progress. Namely: The formation of tuners, in organizations which are designed to promote a higher standard of ethics, to enable piano service men to get acquainted with their co-workers, and give opportunity for an interchange of ideas. Today we have two leading organizations of this type. 1: The American Society of Piano Technicians, 2: The National Association of Piano Tuners. The state of Illinois has an association known as "The Piano Technicians of Illinois." I am especially happy to mention this because most of its members are blind tuners. They have done much good for our cause and well deserve our highest commendation.

By far the most important achievement is the establishment and publishing of the Braille Piano Technician. This magazine is truly a well-spring of life to those who are laboring in the field without sight. In June 1950, the PTI held a conference of blind tuners and instructors from all over the country. This meeting was so successful that it has been repeated every year since then. It looks as if this year would produce the biggest and best of all. One of the important features of the conferences is the opportunity to examine many special appliances for blind tuners. These tools are designed to aid in repairing and regulating, and are extremely helpful in turning out accurate work. Some of these articles have been found helpful to tuner-technicians who have perfect sight.

Now that the wheels of progress are moving along in this field of piano service, it is up to us to keep this ball rolling. To do this it will be found helpful to obtain some knowledge of those devoted people who have so ably pioneered this work. I would like to mention here two who were outstanding in this field. Mr. E. H. Fowler, who for many years was instructor of tuning at Perkins Institution. He has passed on, but the good he achieved will live on for many years. The other gentlemen, who is still very much with us, is Mr. Edward H. Menke. For forty years he was instructor of tuning at the Illinois Industrial Center for the Blind. Last year he retired from that position, and is now more active than ever, editing the Braille Piano Technician, and helping his fellow men.

No doubt many of us can do much more to promote activity in this field. Many of our qualified blind tuners have ideas and experiences which should be sent into the Braille Piano Technician. Here is a practical way for us all to aid. Come on, let's try it.

THE CAREER OF THE BLIND ORGANIST

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When I prepared this paper, I purposely omitted quoting statistics relative to the number of blind organists who fill church positions in western countries, the average salary they receive, their geographical distribution, and other factual information of a similar nature. It is widely known that many blind organists have held church appointments extending over a long period of time; and have demonstrated that they are able to obviate the special difficulties with which they are confronted because of their visual handicap. My main objective with respect to the preparation of this paper is to outline the various steps which in my opinion should be taken in order to produce satisfactory results in the prosecution of their chosen career.

In order to secure an adequate technical foundation which is required in advanced organ playing, but which is difficult to obtain on the organ, it is absolutely essential that the aspiring organist pursue a course of study in piano extending over a period of several years. In addition as the major portion of the organist's income will in most instances be earned through the giving of music lessons, and as the majority of his pupils will doubtless decide to study the piano, it is essential that he secure a diploma or degree in piano from an accredited music college or conservatory so as to ensure that his credentials are on a par, or preferably on a higher level than those of his sighted competitors. Due to the fact that the majority of organists direct their own choirs, and that the majority of our churches do not employ paid soloists it will entail a knowledge of chorus and individual voice tuition. It will consequently demand that the prospective organist should pursue a course in singing, even though his natural voice may be of such a superficial calibre as to preclude his being accepted as a solo performer. Another requirement is a course in pedagogy, as I am certain that we are all agreed that in order to teach successfully we must possess the ability to cause our students to know what we already know ourselves.

We frequently hear the statement that organists are born and not made. The blind organist and music teacher must possess sufficient natural or acquired ability to detect mistakes through the medium of his sense of hearing. He must also possess at least a modicum of that godgiven gift which we term an appreciation of the sentiment of the beautiful, which will enable the organist to utilize the various stops of his instrument in such a manner that he will secure the appropriate tonal quality, which will also be determined by the character and style of the composition he is performing. Fortified by these essential requirements he is now ready to begin the study of his chosen instrument, the organ. His course of organ study should also result in the securing of a diploma or degree from a recognized music college or convervatory. These degrees will inevitably require a knowledge of the theoretical subjects which are an

* Visually handicapped.

essential part of every professional musician's training.

During at least the latter part of his course the organ student should be encouraged to join and participate in the activities of a sighted choir. He should also whenever practicable be permitted to act as a substitute for professional church organists, as these additional activities will assist him to acquire valuable experience which will be an asset when he embarks upon his chosen career.

The repertoire of the average blind organist will doubtless be limited when he decides to secure a church appointment, due in part to the fact that he must memorize his various organ and choir numbers. I would therefore suggest that at least at the outset of his career he should be content to secure a small church, preferably in a town or city of moderate size, where the musical requirements of the church with which he is identified will not be too complex or exacting, thereby avoiding an undue strain on his powers of memory. Such a course of action will also permit him to secure a lucrative class of students, firstly, because due to the small size of the community his church affiliation will cause him to function in local music circles as an important personage, and secondly the competition from his fellow teachers will be less keen than would be the case in a larger community. In passing, it is the general procedure for the better teachers to invariably gravitate to the larger centres, or at least the majority of them.

The method that I have personally pursued in order to secure a church appointment is to consult the advertising columns of church papers, and newspapers which have a large circulation. Other mediums are the bulletin boards of at least some of our music conservatories and the bulletins of the Canadian College of organists and probably the American Guild of organists which announce church positions that become vacant from time to time.

When I apply for a church position I do not mention the fact that I am blind. Consequently if I am invited to play for a trial Sunday, the congregation does not discover this fact until I arrive. If however the distance is too great to permit of a trial Sunday, and if I am accepted on the strength of my credentials and testimonials, I invariably reply stating that I am blind: but that despite this handicap I shall continue to render them the service on the same level as that rendered to the congregations whom I have served in the past, and inviting them to study again the testimonials covering my past record.

In 1949 when I replied to advertisements of church appointments, I was accepted by two congregations one of which was at Frederickton, New Brunswick, and the other at Kenora, Ontario. Due to the considerable distance in each instance, I replied informing both congregations of my handicap. On August the 1st I received wires from both churches. The Frederickton church decided that they did not wish to employ a blind organist. The Kenora congregation decided to permit their acceptance to stand despite my handicap. I am therefore at the present time continuing to serve the Kenora congregation. The salary offered by each congregation was identical in both instances: but the tuition fee received by the average music teacher was fifty cents higher in Kenora than that paid in Frederickton.

Agencies for the blind I believe may assist materially in breaking down the prejudice which precludes blind organists securing employment by arranging for blind organists who hold church positions to appear at church conferences of ministers and laymen to explain the methods through which they are able to function satisfactorily despite their handicap: and to invite those attending the conference to ask questions, in order that any doubts that they may harbor may be dispelled.

At the present time in many areas there is a definite shortage in the supply of competent organists. One reason for this state of affairs is the fact that many professional musicians are identifying themselves with the music departments of our public and secondary schools because they may, by so doing, command salaries that are far in excess of those paid by the average congregation. I am therefore of the opinion that because of this shortage the blind organist who possesses the necessary training, a personality that ensures satisfactory public relations, and the essential initiative will eventually secure a satisfactory church appointment following in the footsteps of many who have held and others who are filling similar positions.

LIFE ENLIGHTENED THROUGH MUSIC

* DR. PAUL DOYON
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Very early in life, with the conscious awakening of my sensibility, music gradually replaced for me the natural light of which I was accidentally deprived. Music has always remained for me a splendour, an unalterable joy and a true passion. As far back as my memory permits me to go, I discover within myself an innate sense of rhythm and of harmony which, although I do not fully explain, account for this taste and this search for music which I manifested in my earliest childhood.

One day, when my sister had been given her piano lesson at home, I asked the professor to play me a piece. I was sitting on the floor, listening attentively when all of a sudden one note just made me jump. Immediately I asked her why she had played that note. The professor answered that indeed she had made a mistake and seemed amazed that a three year old had detected her error so quickly. Already at that age, music for me was a happiness, a recompense and a means through which I could gain sympathy and friendship. If anyone would ask me to play the piano I would first ask "do you love me"? and to the answer which you can easily guess, I would add: "if you love me kiss me and then I shall play everything that you wish." Naturally I do not recall exactly at what moment of my life I gave up this naive practice.

I remember my first public appearance was at the age of four while on a pilgrimage to Sainte-Anne de Beaupré. We were on the boat and the pilgrims began to sing hymns. Immediately I asked permission to accompany them and this being granted, you can imagine my joy when I sat at the piano to improvise an accompaniment for such a large crowd.

Before entering school, I already had perfect pitch, with something more, the knowledge of the keyboard which was almost instinctive, thereby enabling me to play in all keys. At the Nazareth Institute for the Blind, where I remained for fifteen years, I had the opportunity of perfecting this natural talent and this real passion for music. During the course of my elementary and secondary studies, simultaneously, I was taught singing, piano, organ and violin, but even then I preferred the organ and the piano. My companions remember, from my earliest days at school, I would give the note to whoever wanted to sing; if another wanted to be accompanied, I would sit at the piano and play the key most suited to his voice; should someone wish to test my ear, he would play chords of all kinds, and I could name all the notes.

I still recollect the emotion I felt in hearing a church organ for the first time. I was spellbound; the variety of tones, the length of sounds, the magic effects of softness and of strength filled me with a desire to play this mysterious instrument. I cannot explain my feeling of intense joy, when, for the first time, I held the instrument under my fingers. I had but one desire, that of becoming a great artist and in my darkness this ideal has never ceased to be my light.

My desires were fully gratified when I became organist at the church of Notre-Dame de Grâces in Montreal, a post which I still occupy. In order to keep this post, I refused other offers much more alluring because I am convinced that my life would have lacked an element of culture and joy if, every week and even more often, I did not find myself in an atmosphere wherein I could become imbued with an intense spiritual light. This instrument responded to my need through its power and its gentleness; its complexity and its completeness. It is always with great emotion that I play the organ in church. No matter how large the assistance at the Divine Office, I have but one thought in mind, that of putting into my music the aspect of worship which I feel and to impart this same feeling to the people who are there.

In 1925, I won the Quebec Government's coveted "Prix d'Europe" which enabled me to spend three years in Paris with some of the greatest musical masters: Alfred Cortot for the piano; Louis Vierne for the organ, com-

* Visually handicapped.

position and improvisation; Nadia Boulanger for harmony and counterpoint; then Charles Panzera and Raymond Gilles for singing; and if later I discontinued singing as a career, it is because one must learn to limit oneself in extent to improve in depth.

During this first sojourn in Paris, I had the opportunity to play the organ regularly at the church of St. Lambert de Vaugirard, and during the holidays, at the church in Baugé. I spent my leisure in following and enjoying the concerts given by the great artists; when I attended the Orchestra of the Concerts Lamoureux with the eminent conductor Paul Paray, I dreamed of playing under his direction. After many years, this dream will come true when I play the "Concerto in A major by Mozart" and the "Fantaisie by Marcel Dupré" with the Detroit Symphony, conducted by Paul Paray, on March 21, 1957.

I returned to Paris in 1929 and again in 1935, this time with my young wife, herself a musician who admirably seconds me in my work. I continued my studies with the same teachers but it was not long before I found myself belonging to this group of great contemporary musicians, rather as a friend than a disciple. During these last sojourns, I had the opportunity of really entering the minds of a Parisian audience. These Parisians are perhaps the most difficult people to please; their reactions are quick and spontaneous and they instill in the one who plays, a confidence and a reward that are incomparable. I learned to communicate with them, to interpret even their silence, which for me is more eloquent than words as a manifestation of an emotion; through it I am able to impart with more intensity and fidelity the various moods of the soul, expressed by a musical work.

In New York, I spent several winters studying interpretation under the illustrious Polish teacher Sigismond Stojowski. Already for some time, I was giving concerts, even violin concerts until the age of nineteen; after my studies, I finally consecrated myself to the organ as church organist and to the piano and organ as concert artist.

Aside from playing for the general public I have also played for young people. For them, a piano concert of more than two hours is a real challenge. Many times I accepted the challenge with all its consequences: joys and obligations. A concert artist must understand young people, adapt his program to their knowledge and their age, stay natural with them, and gain their sympathy less by technical acrobatics than by the sincerity of performance. But then he is magnificently rewarded by an enthusiasm as spontaneous as it is sincere. The experience of a young audience revealed me their particular preferances: Mozart, Bach, Chopin, Liszt, Ravel, Debussy. . . . The symetrical order, the purity of line, the spark of romanticism correspond to certain charactiristics of the youth, which I myself have retained. Through music I have remained close to young people by simplicity of soul, keenness of intelligence, sincerity of sentiment and a romantic element which satisfies so well, the needs of imagination.

With an audience composed of adults, one is quite free to cover the various epochs and the various styles that the world of music has to offer; yet, one must take into consideration the musical traditions of the region, the degree of culture and the wishes of the impresario. Throughout my travels in Canada, the United States and Europe, the soul contact with other music lovers, shedding an interior light through their communion with the sentiment I expressed in my music, proved to be a source of exhilaration and enrichment with every new experience. A concert tour affords many occasions to create new friendship not only with other musicians and organizers, but also with individual members of the audience. Frequently, after a performance, people come backstage or write me letters. In a few words, they reveal how they have found new courage, captured a new faith or have suddenly discovered an ideal. Often too within this small circle a lifelong friendship is born. A true friendship for the blind is one of those unalterable joys.

I have been often asked how a blind musician can master his technique and at the same time interpret the sentiment of a composer with sincerity and fidelity. To-day cinema and television can explain, at least one phase of the preparatory work involved. A documentary film, which toured Canada in the autumn of 1950, shows me at work: I am studying the "Polonaise Militaire" of Chopin written in Braille. I am practising with the one hand while reading with the other progressing gradually from phrase to phrase, movement to movement. The process of as-

sembling and memorizing being concluded, the public sees and hears me play the "Polonaise" on the piano and on the organ. All who have seen this picture were able to realize the amount of patient and minute work that must impose itself on a blind musician.

And this is but a part of the preparation. The blind musician does the same work as the one who sees. He too must be documented so as to place the author and his work and to understand his style, his aim and his sentiment. He must also know the various interpretations given to the work by pianists or organists of fame, by means of conferences, write-ups and recordings. Then he analyses the work and studies it in the way I have already described, each phrase and each movement separately then as a whole. All this is a work of technique and memorization. The capacity of memorizing is what strikes the public most. To learn an entire work by heart, what a feat! But the rules of composition and the logical sequence of themes are memory aids which, when put into practice with application give quickly enough an absolute mastery. If the public places too much importance on virtuosity, the result may be a purely technical effect without any communication of the personality of the pianist.

It is during the analysis of a work that the personality of a musician begins to take shape. I do not wish to speak of technique because its importance is rather secondary, even though the public imagines that for the blind the positions of the notes on the keyboard must be considered the principal obstacle to be surmounted. It is about interpretation I wish to speak or rather about the fidelity to the work and the intention of the author which must be kept.

There is at times a divergence between certain recorded performances, certain criticisms or appreciations of a work and the personality of the artist who feels and understands the work in his own way. Without lacking sincerity it is with his personality that the artist communicates with his audience. For a musician, the study of his own personality is of the utmost importance and generally the longest and the most difficult one. This study is pursued not only by the frequent hearings of the great masters but by a profound knowledge obtained through literature and philosophy. It is therefore important for the blind, as well as those who see, to cultivate their personality and it is urgent that Institutions for the blind procure, for youth especially, every occasion and means to cultivate their personality.

When I am about to give a concert it is difficult for me to say which of these two thoughts is uppermost in my mind: my audience or my performance. I always apprehend a new audience. I ask myself a thousand questions: "What will be their reaction"? "Will there be communion of spirit between them and myself"? et cetera. When I feel that I have won my audience, I am delighted to act as an intermediary between the great composers and a public desirous of knowing the message which I bring them. And when this communion is achieved, I forget all that is not music. I live in a world other than this material one . . . all is harmony, serene joy, light, beauty. This atmosphere is so unique and profound that I do not find the words to describe it.

Music has procured me one of the greatest joys of my life, particularly because it has permitted me to sow the seeds of joy in the hearts of others. May I ask those who are in charge of programs of study to keep in mind that music for the blind is an interior light and a spiritual one too. It is a means through which he may express his extreme sensibility and for this reason we must encourage the young to study music. What I have done, no doubt, others can do if they have the opportunity and the support: they too can succeed in a musical career. It is a hard task but the compensations are immeasurable, especially for the blind.

Some events in particular have contributed much to enlighten my life. In 1950, I had the honor of being awarded the "Christian Culture Medal" which is bestowed annually on "some outstanding lay exponent of Christian ideals." The recipients of the "Award" have come from many fields of endeavor but marked by a singleness of purpose. Each is noted for efforts to preserve the Christian ideal in his life and work. The medallists of the past years have been author Sigrid Undset, philosopher Jacques Maritain, journalist Richard Pattee, Philip Murray of the CIO, publisher Frank J. Sheed, Industralist Henry Ford II, scientist Dr. George S. Sperti, scholar Etienne Gilson, composer Dr. Arnold M. Walter, scholar Christopher Dawson, scholar John C. H. Wu, writer Charles Malik,

sculptor I. Mestrovich, writer Dr. F. W. Foerster, humanist Hon. Paul Martin.

This year, the Doctorate of Music was conferred upon me by the University of Montreal. It is a great honour for me and encourages me to pursue my task with even greater joy in the vast fields of music—both religious and profane.

In 1952, I was delegated by the Quebec Government to attend the centenary celebration of Louis Braille as representative of the blind of my country. At the Sorbonne, I had the pleasure of meeting Helen Keller who is for all of us a magnificent example of courage in her conquering faith; I also made the acquaintance of members of Louis Braille's family with whom we eventually became close friends. It was for me a great honor and a reward to represent my blind fellowmen at the diverse and grandiose manifestations which took place in France, and above all to participate as pianist in a gala performance given in Paris on that occasion. I retained, as a source of meditation, those encouraging words of His Eminence Cardinal Feltin: "I appeal to those who belong to the world of the blind, to be convinced of the magnificent role that they have to play in the Church, by inviting the masses, too often disturbed and frivolous, to turn away from the corruptible and passing things of the world to fix their eyes on the deeper and the higher; the eternal light—God."

Before concluding, I must recall the moments of intense emotion I had in audience with His Holiness Pope Pius XII, who personally encouraged me to continue giving joy to the world through my music and wishing me continuous success in my career. All my life has been enlighted my music.

RECREATIONAL AND SOCIAL ACTIVITIES FOR BLIND PERSONS ACROSS CANADA

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In response to a request from Mr. Fuller Hale, Recreation Committee Chairman, this paper has been prepared to provide this AAWB Convention with a fairly comprehensive outline of the many and varied recreational activities made available to the Blind persons of Canada by, or through The Canadian National Institute for the Blind. No reference will be made to the all important philosophical and psychological aspects, since these were extensively covered in my previous paper, "The Philosophy of Recreation for the Blind," presented at the AAWB Convention in Houston in 1954.

The information contained in this paper was accumulated by means of a survey conducted by C.N.I.B. offices from coast to coast, representing approximately twenty-five regions. The outline is general in character and each locality includes in its program those activities which are peculiar to the interests of the local blind community, or to the geographical, natural and other resources of the area.

Bowling. Bowling is one of the major recreations across the country. Practically every locality includes bowling in its program.

There are three major types of bowling: Candlepin, in the Maritimes; five and ten pin in the other provinces. The favorite type is five pin, which is a Canadian game. Some of our blind friends in the United States may be familiar with five pin bowling, since they would have the opportunity of becoming acquainted with the game on the occasions of Borderline Ten Pin Tournaments which involve neighboring cities on the opposite side of the 49th parallel and were initiated between Vancouver and Seattle in 1949 . . . the purpose of the tournaments being to promote fellowship and friendly rivalry between blind persons of both countries.

Several other tournaments are featured in the bowling program and at the different levels, such as local, provincial, regional and national. Some are open to blind women's teams only, others to men's teams and still others to guide rail teams.

To promote better public understanding of

* Visually handicapped.

blind persons, a number of exhibition contests are held between teams of sighted and blind bowlers. Whenever possible, blind bowlers are encouraged to take part in sighted tournaments for which they may be eligible. Some three years ago, a young teen-aged, totally blind school boy, won a new car in such a tournament.

At the present time, arrangements are being made to initiate a National Blind Bowling Single's Championship Tournament to determine the top blind bowler in guide rail, non-guide rail and women's categories.

Cribbage. Although many hundreds and thousands of blind people enjoy various card pastimes such as whist, bridge, rummy, canasta, etc., the most popular game, by far, is cribbage. There are many crib clubs or groups located throughout Canada, who engage in local play and are highlighted by local, provincial and national tournaments. Three years ago, Seattle and Vancouver added a Borderline Crib Tournament to the present Tenpin (Bowling) Tournament.

Reading Clubs. There are only a few such groups in Canada. The participants gather regularly for the purpose of having topics of general interest read to them, and to engage in a discussion which is moderated by a capable volunteer. The activity provides information and intellectual stimulation. Some programs call for contributions of poetry, stories, essays, etc., from the members. Now and then there are conducted tours of establishments, such as public libraries, museums, art galleries, etc.

Public Speaking Course. For several years this activity has benefited blind persons in many localities across Canada. Some courses are patterned after the Dale Carnegie series, whilst others are locally produced. The results of these courses have been amazing in many instances.

Music. Musical activities range from choral groups and instrumental aggregations to variety concert parties. Some groups play for their Club dances, others travel as entertainment groups, and some . . . as The Vancouver White Cane Choir, devote their talents in aid of local charity benefits. This Choir has also participated in the B.C. Musical Competition Festival three times . . . once as a guest feature and twice in competition, winning on both occasions. It has also performed over the Pacific Coast Network of the C.B.C. Concerts using all blind talent are also arranged by a number of blind clubs during the course of their regular season.

Dancing. Dancing is popular and enjoyed by many blind groups. Oldtime, Folk and Modern dancing are included.

Dramatics. A number of Canadian centres include Dramatics in their schedule. Some perform for their own amusement and for club friends, whilst others endeavor to include public performances on stage and radio, when possible.

Chess. Although individual blind persons have enjoyed this game, it is only recently that an effort has been made to organize blind chess groups. Interest in this game is growing and some local competitions have been initiated in some areas. In Vancouver, a group roundrobin has been arranged to determine the local champion. Also, an intergroup competition with a sighted chess club was added to the program. It is hoped that some day a National Correspondence Chess Tournament for blind people will be possible.

Yards Football. This game is adaptation of the English game of Yards. Principally a kicking duel between teams of blind players who kick in rotation. A regulation English rugby ball is used and the game is played on a school field. Object of the game is to outkick the opposing team and to score the kicker must kick the ball between the uprights and over the crossbar, similar to a conversion in American Football. Movement back and forth on the field is based from the spot where the ball first hits the ground. Vancouver has included this event in its recreation program for the past four years. On one occasion, two blind teams played against two sighted teams, defeating one and drawing with the other. The game calls for precision kicking and it has been found that blindness is no great obstacle.

Fishing. Again, individual blind people have enjoyed fishing for a number of years but organized fishing activities have only been in existence for a few years. Fishing has become the most popular outdoor activity in British Columbia. Three salmon derbies are conducted annually in Victoria, Nanaimo and Greater Vancouver districts. The derbies which have now totalled seventeen (17) since the inception in 1947, serve as the highlight of the season. Approximately

250 blind men and women participate in the three derbies.

In addition to the derbies, a summer long fishing program is made available for some 125 blind men and women of Greater Vancouver. Members make a specified number of trips and some take the form of short runs in small boats. Others develop into fishing cruises on large launches and still others take the form of fish-camping trips to happy hunting grounds distant from the city.

Although many fish have been caught . . . and many more lost, the activity affords much more to the participant than just fish. In many instances it is a revival of an old pleasure and sport, and the only vacation that the individual has during the year.

The contagion has taken hold in Eastern Canada, where last year the first trout derby for blind persons was held.

Swimming. A number of blind persons enjoy this recreation. Although it is generally a summer activity, some centres swim the year round, using indoor pools, as in the case of Vancouver.

Camping. Camping periods for blind persons are scheduled in a number of localities in Canada. The largest camp program is in Ontario, and the oldest in Victoria, British Columbia. Camping is popular and the experience of great value to those who attend.

Golfing. For many years interest in golf was centered in Eastern Canada. During the past two years, through the efforts of the Canadian Blind Golfers Association, some of our people in Western Canada have been encouraged to take part in this activity.

Canadian blind golfers participate in two tournaments yearly, the National and International. The qualifications of the Canadian Blind Golfers Association are such that it is unlikely golf can develop into an activity for more than a very minor percentage of the blind community. I believe similar qualifications exist in the United States.

Sports Day. This program consisting of carefully selected Track and Field events is conducted annually in a number of Canadian centres. The co-operation of University and High School athletic officials is secured to supervise the events and provide necessary equipment. Records are kept on a national basis, and interest is gradually spreading to more centres.

The program events include shotput, jumps, javelin throw, punting, racing; hop, step and jump, etc.

Picnics. Picnics are a traditional part of all Summer programs in Canada. Programs generally consist of sports, bands, tours, refreshments, etc.

Lawnbowling. This is a popular outdoor recreation which can be played without modification. It lends itself ideally to play by blind people and with careful supervision can be thoroughly enjoyed by the totally blind person as well as the partially sighted. In some districts, the Jack is placed in a fixed position.

Gardening. The cities of Calgary, Alberta, and Victoria, British Columbia, have conducted a gardening contest during the past few years.

Country Fair. For the past six years a major event known as the Country Fair has been included in the program of activities for the blind people of the Lower Mainland of British Columbia and it attracts more of our people than any other single event throughout the year. The program includes carnival games of many sorts; competitions in cooking; hobbies; handicrafts. Refreshments are served.

Growing emphasis has been placed on the cooking and other competitions during the past two years and there is promise that a Hobby Fair may result as a consequence.

Socials. Many socials are held by the numerous Clubs for the Blind in Canada. These take place weekly, semi-monthly or monthly, depending on the geographical location of the activity. Programs include concerts, games, lectures, dancing and refreshments. Socials are generally scheduled during the Fall, Winter and Spring.

Knitting Teas. Knitting groups are in existence in most, if not all centres.

Games Programs. Many groups engage in Games programs which include active, sedentary, individual or team events such as dominoes, scrabble, checkers, bingo, quiz contests, spelling bees, etc.

Service Clubs. Seven years ago a Men's Service Club known as THE DISCUS CLUB, and a Women's Service Club named THE GADABOUTS, were formed in Vancouver, B. C., the purpose being to foster a sense of community service and cultivate the practice of good citizenship. Later, another Women's Service Club was formed in Toronto, Ontario, known as THE COMRADETTES.

The clubs hold regular dinner meetings

and have a guest speaker. This serves as the socializing agent for the members but as SERVICE is the principal significance of each Club, talents and resources are devoted almost wholly to such projects. Since 1949 the clubs have raised many thousands of dollars in support of services to children in need.

Projects must have no direct relationship to blindness because of the implications that might result.

Seasonal Events. All groups across Canada celebrate in the various seasonal programs such as Christmas, Valentine, Hallowe'en, etc., in accordance with the occasion.

Deaf-Blind Program. One recent development has been the Deaf-Blind Program. In Vancouver a group of such multi-handicapped people have been meeting quarterly for some time. They have a specially arranged program of events which are varied in character, followed by a period of fellowship and dinner. The list of possible activities for such handicapped persons is gradually growing to sizeable dimensions. They will wind up the regular season of gatherings with a picnic at one of the favorite beaches in southern British Columbia.

Another "first timer" is scheduled to take place early in June, out of the Vancouver Centre . . . namely, a day at a Dude Ranch. The program will consist of animal rides, bonfires, weiner roast and all that goes with the Ranch setting. This promises to be a very happy experience.

There are many other activities which provide pleasure and recreation for a number of blind persons across the Dominion of Canada. I will not enlarge on these as individual programs, other than to mention a few as follows: Lake and ocean cruises; bus drives; hayrides; horseshoe pitching; ice skating; curling; woodworking, ceramics, hobbies, etc.

RECREATION AT BRAILLE INSTITUTE

*** J. MILTON JOHNSON, Director of Social Welfare**

Braille Institute of America, Inc.
Los Angeles, California

Beginnings of Braille Institute Recreational and Educational Classes.

No doubt, most organizations having recreational and educational classes for the blind have organized them only after repeated requests from the blind. Possibly this was done after conducting some sort of a survey to determine if a real need existed. This was the case at Braille Institute. From time to time, sightless people had importuned our Managing Director to consider the formation of classes which would cause them to spend their time more pleasurably and profitably. Mr. J. Robert Atkinson, with the consent of the trustees of the Institute, engaged a worker to conduct a survey. She proved to be a person of vast energy and knowledge of blindness, as the wife of a most capable, sightless rehabilitation officer. She came with valuable experience, having been a recreation director in the east. The survey proved that a large number of blind persons were definitely desirous, even eager, to attend such classes. The problem of instructors and transportation, together with quarters for the project were then considered.

There was assistance from several people in the launching of this work. From reports, we learn that the formal opening date of this recreation project was September 17, 1945. In the beginning approximately 250 blind persons were brought in by about 50 drivers. The sighted workers numbered 85. By November, 1946, 440 blind, 76 drivers with 85 workers were in attendance. Monday meetings were held from 10:00 a.m. to 3:00 p.m. at the First Congregational Church, Los Angeles, the largest group varied from 175 to 225 students. In addition, an evening meeting was held Tuesdays from 7:00 to 10:00 p.m. at the Exposition Recreation House. A third group was taught ceramic sculpturing at the Barnsdall Arts and Crafts Center on Saturdays from 10:00 a.m. until noon.

The larger Monday group had a wide variety of classes, based upon the interests and desires of the students, subject to the ability to secure competent trained volunteers as instructors. The Tuesday night classes were

smaller and made possible the injection of things not permitted on Mondays, due to lack of time and space, i.e. an amateur radio class, corrective gymnastics and zoology.

Instructors were secured from several sources. In dramatics, for example, assistance was given by Madam Ouspenskaya and William A. Williams, head continuity writer for Mutual Broadcasting Company. In the short story and poetry writing class support was secured from J. Charles Davis, Associate Editor of "Field and Stream," also such people as the president of the Professional Writers League and even a publisher. The Arthur Murray School of Dancing provided instructors without charge. Chorus singing was in charge of a former opera singer and famous accompanist. Bridge was taught by a popular radio instructor in bridge. In addition, assistance was given by many commercial concerns and the University of Southern California heads of the Zoology Department and Director of Physical Education assisted as instructors. The Saturday class in ceramic sculpturing was guided by two artists of renown. The handicraft program was directed by a former assistant superintendent of the Los Angeles Park and Playground System, and by the chairman of the American Women's Voluntary Service workshops.

Transportation is always a problem in recreational classes for the blind. Los Angeles and its environs is an area of great distances. Service clubs, the American Red Cross and women's clubs and individual volunteers have been gracious in providing free transportation throughout the years.

Development of Outlying Areas.

As time went on, demands arose to serve the blind in areas too distant for them to be driven to the Los Angeles classes. A program was commenced on a smaller scale in San Bernardino, about 60 miles from Los Angeles, in November, 1947. There were about a dozen of the blind in attendance when the program commenced. After about two years from the outset of the Los Angeles program Mr. Atkinson asked the speaker to assume the direction of the entire recreation program, incorporating it with the social welfare work, assisted by Mrs. Rene Hayes, who, five years later, became Director of the recreation classes.

By January, 1950, there were more than 70 blind students with an average attendance of 55 attending each week in the San Bernardino classes. Subjects have included Braille, leatherwork, rug making, chorus singing, social dancing, cooking, book reviews, creative writing, public speaking, beauty culture, longhand writing, conversational Spanish, psychology and a Bible class. A board of local citizens was formed to carry on this program, although the Braille Institute financed the project. The places of meeting changed from time to time from civic buildings, churches and finally to quarters purchased for the purpose.

Riverside Classes

In 1949, Braille Institute assisted in the organization of a recreational program in Riverside, a city 53 miles from Los Angeles. The Soroptimist Club of Riverside was the principal sponsor of the group. Braille Institute provided assistance in many forms. When requested by the Soroptimists to have this group become an organic part of the Braille Institute program, we consented to its becoming an auxiliary. This plan continued until the fall of 1953. Then, in the opinion of the Institute and with a joint agreement between the Institute and the Auxiliary, a Riverside Braille Club was formed. It was operating successfully and could readily develop local interest and additional support. The program has included handicrafts, taught by paid instructors of the Playground Department, ceramics, flower making, rug making, leathercraft, knitting, crocheting, bead craft and paper weaving. There were classes in Braille, chorus singing, lectures, discussions, etc.

Ontario Auxiliary

A recreation auxiliary was organized at Ontario, 35 miles from Los Angeles, in January, 1950, with about 13 blind persons. They came from Pomona, La Verne, Chino, Upland and Ontario. By May the group had grown to 24 students ranging from 15 to 102 years of age. Pupils were brought to classes in the Congregational Church by the Ontario and Pomona Chapters of the American National Red Cross Motor Corps, also by the Gray Ladies and some individuals. By July 1952 the classes included Braille, leather work, artificial flower making, community singing, rug making, undenominational Bible

class and a reading group. The handicrafts were taught by a skilled teacher from the Ontario Junior College, with the assistance of carefully picked and loyal volunteers. Under the direction of a retired Edison Company manager and his wife, work has progressed successfully. In the fall of 1954 the Ontario Braille Club, with the support of the Lions Club, formed its own Board of Directors and is getting along very well in new and more adequate quarters in a near-by club house.

The Bakerfield Auxiliary

At the request of a group of leading citizens, an Auxiliary was formed in Bakersfield, 113 miles from Los Angeles. For several years the group met in the St. Marks Methodist Church. The minister of the church took an active and helpful part in the formation of the group and its subsequent activities. About 20 of the blind were in the initial organization. Classes included Braille; handicrafts, such as leather work, crocheting, rug making; undenominational Bible Class and chorus singing. Programs and dinners were held to give pleasure to the blind and stimulate their interest in the group activities. An experiment was conducted with the help of the adult classes of the school system, using a handicraft teacher from their department. It was found more practical to use the services of the volunteers. They did not need to be concerned with the requisites of formal teaching and class attendance, quantitatively. Like the others, of the outlying area groups, it was found better for them to operate their local club for the blind and for our agency to cooperate with them, as we are doing.

The Braille Institute Trustees are convinced that our relationship with clubs and organizations for the blind in the various distant communities will achieve the most in service to the blind by: 1. providing counsel and guidance on a state-wide, and area-wide basis, as required. 2. conducting an annual training course for officers, volunteer recreational and handicraft workers. 3. providing qualified staff, well-grounded in all phases of service to the blind. This, in our opinion, is preferable to assuming direct responsibility for a very limited number of community organizations for the blind.

Having made brief comments on the auxiliaries in San Bernardino, Riverside, Ontario and Bakersfield, we shall return to a more detailed consideration of the Los Angeles classes.

Los Angeles Recreation and Education Classes

In a few years it was necessary to close the Saturday classes since the quarters were no longer available.

The Monday classes continued at the First Congregational Church. In addition to the Monday classes, some of which were changed from time to time, special activities, such as picnics and parties, were held. The cooperation of the motion picture industry made it possible to secure many outstanding stars for special occasions.

During the years one of the most popular classes was the one in short story writing. Commencing as a training group for neophytes who desired to write commercially, the time came when it was necessary to form an advanced class for the experienced writers. We recall the satisfaction of the group when one of their number sold a short article, which was published nationally by the American Weekly. All thought the $100 for two paragraphs was good pay, too! To stimulate interest in the progress of the individuals, contests were held with cash prizes totalling $100 from an interested civic group. To keep all classes functioning it was necessary to transport a station wagon full of material to and from the classes.

When the Social Welfare building was completed seven years ago, the Tuesday night classes met in some of the rooms on the first floor and used the complete upper floor for social and square dancing and assemblies.

Recreation Building

A building devoted to recreational purposes was completed, adjacent to the Social Welfare Building, at Braille Institute. This made it possible for the entire recreation and education program to be carried on in a single location. It also permitted a more effective programming and coordination of services. Transportation continued as one of the problems which required constant attention. More recently, the transportation director, who had been serving on a part time basis, was transferred to other activities and a full time secretary took over this responsibility. The work continues to grow, but

more on the basis of injecting a diversified program of smaller classes. Even with the use of the entire Recreation building and the utilization of a portion of the Social Welfare building, space is often at a premium.

Classes were held during the school year 1955-56 on Mondays and Fridays from 10:00 a.m. to 3:00 p.m.; Tuesdays from 7:00 to 10:00 p.m. During a portion of the year classes were conducted on Wednesdays from 10:00 to 3:00 p.m. for a smaller number of the blind and used partially for orientation to group activities. Plans are being made so that eventually the recreation program will encompass an increasing number of days and care for more blind persons than the more than 400 now coming to recreation each week.

Program of the Recreation and Education Department 1955-56

	Classes in one hour periods			
	Mondays	*Tuesday*	*Fridays*	*Wednesday*
Diversified Adjustment				10 to 3 p.m.
Handicrafts	2 hrs.		2 hrs.	
Leather Work		2 hrs.		
Knitting	1		2	
Games	2		2	
Braille	6	2	6	
Braille Writing	1		1	
Longhand Writing	1	2	1	
Charm	1			
Home Economics	1		1	
Social Dancing	1	1	1	
Ballroom Dancing Instruction		2		
Parliamentary Law	1			
Typing	1	2	2	
Singing	1	2	1	
Bible Class—Undenominational	1		1	
Novel	1		1	
Orientation—Beginning	1		1	
Advanced	1			
French	2			
Spanish	1	2	1	
Ceramics	2	2	2	
Sculpturing		2		
Book Review	1			
Expressive Speech	1			
Flower Making		2		
Gardening	1			
Woodworking	1	2		

	Mondays	*Tuesdays*	*Fridays*
Current Events and Discussion			1
Reading			1
Current Events			1
Creative Writing			entire day

Arrangements are made through cooperation with the Social Welfare Department to supply readers for college students. During the Tuesday night periods when the School Welfare Department is closed, the Recreation Department checks on space, permitting service to be carried on. White canes are mailed out by the Social Welfare Department upon verification, to the eligible blind attending recreation and educational classes.

In a few cases the Recreation Department has arranged for individual piano lessons to the blind.

Your speaker discussed with Mrs. Harriet C. Chealander, current Director of Recreation, the matter of recreation and education. Until she came to Braille Institute about a year ago, she served as a recreation director for the Los Angeles City Playground Department. We asked (1) her philosophy of recreation and education and (2) her plans ahead, as she sees the needs of the blind. Her answers are as follows.

(1) *Her Philosophy*. Recreation should be a happy hour spent in the recreation hall. It should carry over into the home. In this aspect it should even carry over when the sightless person is alone at home. She gave as an example the craft work done in classes.

(2) *Thinking Ahead*. She feels the need of more dramatics. This has been carried on to some extent at Braille Institute in the past, but should be a regular and effective course, carried on by a competent instructor.

There should be a home making class where both men and women learn to cook and to take care of their needs. Even such a thing as ironing should be taught.

In her opinion there is a real need for a craft building with work rooms.

An analysis of our program and the study of programming elsewhere causes her to feel the need of active recreation, such as bowling, wrestling and jiu jitsu. Some of these activities have been carried on by another organization in the Los Angeles area on a small scale. Their activities have been confined principally to the more active forms of recreation, such as bowling and golf.

Among the plans for the fall will be the consideration of this factor. As a matter of fact from September 1955 to February 1956, the Director arranged for a gym class, instructed by an entire class of State College students.

Blind leadership is on the increase within the program at Braille Institute. As the school year drew to a close there were 22 blind volunteer teachers in the program. At the close of the school year in June 1956, a total of 220 volunteers were serving the blind through the Recreation and Education Department. Paid staff members include a sighted director and two assistants. Two blind instructors are paid on a part time basis.

Notices are placed in community newspapers which help in securing volunteers. The summer schedules commence July 1st, after a two week vacation.

Acknowledgment should be made of the graciousness of the New York Association for the Blind and other agencies who have shared their concepts with Braille Institute as Mrs. Chealander has studied their modus operandi.

My Philosophy of Recreation and Education

Before concluding, the speaker feels inclined to discuss certain aspects of his philosophy for the recreation and education of the blind. Despite the informality of recreational classes, there are undergirding principles common to all educational endeavors. The facets accepted as commonplace by most educators are integral tenets in many different phases of work with the blind. Such laws of learning as frequency, recency and pleasurable response are important. The means of gaining the attention of the student, creating his interest and then causing him to desire to participate in the project.

The problem of stimulating the individual to desire to achieve the maximum results in accord with his innate abilities is important. In the opinion of this speaker, blindness, itself, is not the bar to most achievements, either mentally or in terms of skill development. Complicating factors, of course, are the general physical condition of the individual, his age, emotional acceptance of blindness, the attitude of his family, also, whether or not he has, through circumstances, become passive in his living to the point of lacking desire to make an effort to learn anything new.

It should be mentioned that some of the attitudes of sightless people are apt to develop with the passage of time, unemployment and "smothering" relatives. They tend to take away the initiative from the individual, or perhaps hinder its development. The younger blind, who are somtimes employed, have less difficulty steering away from passivity and tend to become more independent. The older blind need encouragement for the same results. Away from home they find opportunity for change. They develop communal interests. The plan which has been carried on for years includes providing coffee, tea and milk. The students bring sack

lunches. Volunteer drivers provide the blind with one day of transportation for classes per week.

The speaker must confess to a lack of experience in cooking, other than making "prospectors biscuits" and brewing coffee. However, conversations with his wife and other good cooks lead me to the conclusion that success in the culinary arts has a parallel in this matter of development of successful recreational clases. The good cook (instructor) puts the ingredients (psychological urges of the students) together in a certain order. Time is taken to mold these into the successful item being cooked, but individual differences are recognized in the matter of flavoring, seasoning, etc. Just so, classes of a recreational or educational nature develop, under the direction of the skillful instructor who recognizes individual differences.

In some respects any program, of the nature we are considering, gains its strength from the competency of its instructors, the skill of the administration and the developing interest and participation of the students. A steering committee to talk over the needs and problems of the group is helpful. Such a committee, representative of the students, instructors and administration, can present viewpoints which might otherwise become misunderstandings or develop vague understandings, at the best. Unlike many formal educational classes, these groupings have as their objective the development of the individual skills without the reward of threat of the "sword of Damocles," a grade. Progress is measured solely by the accomplishment of the blind student. Of course, to some students, this may result in less effort. But the result *can be* infinitely more satisfying.

Volunteer Training

This has been carried on in several ways, including: 1. Training classes for volunteers. 2. "V" (volunteers) Day annually. Special speakers, such as the State Ophthalmologist, Executive Director of the Welfare Planning Council of the Los Angeles Region, Coordinator of classes dealing with the handicapped from the Los Angeles State College, etc. 3. Recognition Day when the blind recognize the volunteers. 4. Volunteers luncheon.

Great values accrue to the sightless who participate in group activities. There is much truth in the statement, "A stranger is only a friend you've never met." This world is a place for sharing and so many of the sightless learn through this sharing that it is one of the great values from educational and recreational classes. While Walt Whitman in his "Song of the Open Road" may have a point in the words, "Wisdom is not finally tested in the schools, Wisdom cannot be passed from one having it to another not having it, "Wisdom is of the soul, is not susceptible of proof, is its own proof," yet each of you must have witnessed the accrual of wisdom through the sharing of ideas by individuals and agencies toward the betterment of mankind.

RECREATION PROGRAM OF THE INDUSTRIAL HOME FOR THE BLIND

*ARTHUR E. COPELAND, Director of Burrwood

The Industrial Home for the Blind
Brooklyn, New York

The recreational program of The Industrial Home for the Blind is now in its seventh (7th) year of operation. During those years, our program has consistently expanded and is today one of the many major services extended to the blind of Brooklyn and Long Island by The Industrial Home for the Blind. For a clearer picture of this service, I have broken down the phases of the program into three categories: 1. The evening recreation program at The IHB Club. 2. The Day Center programs and 3. The Teen-age program.

The Evening Recreation Program

In order to understand fully the story behind the "IHB Club," formerly the "Lightbuoy Club," it is necessary to go back to 1948,

* Visually handicapped.

the year immediately preceding its official opening. The thinking, the hopes and aspirations of the men responsible for the initial policies of our program were predicated on the belief that "every possible effort should be made to allow the blind person to maintain or achieve an honorable place in society." This was the major objective that motivated our thinking in planning the format of our new program.

Prior to the summer of 1949 at which time our clubhouse was opened, the Industrial Home for the Blind had no formal recreation program as such. Down through the years, many individuals and groups had participated in various sports, social functions and gatherings and the problem of supervision and organization had been carried out entirely by interested and willing staff members who operated completely on their off hours.

In 1947, funds were bequested to The Industrial Home for the Blind from the "Allan J. Gould" estate which made it possible for the purchase of a four-story building close to the downtown area of Brooklyn. After extensive alterations, this building was to be used as an up-to-date, well-equipped and modern clubhouse for blind men. These funds made it possible only to purchase the building and did not allow for the tremendous cost of alterations and equipment necessary. Before these major alterations on the building were begun, executives of "The Home," together with many members of the Board of Trustees, met on numerous occasions to exchange ideas and discuss and plan the necessary equipment and furnishing of the club. These men demonstrated their faith in this project by making available, from general funds, sufficient money to transform a very old Brooklyn landmark into a bright and shining new facility similar in many respects to exclusive athletic and fraternal clubhouses throughout the country.

During these meetings, they also discussed the type of program that would be available and the basic philosophy which would be followed in the carrying out of this new service. It is further proof of their faith in the future, that we realize today, seven years later, essentially few changes in this philosophy have occurred. Chief consideration was given to the fact that in metropolitan New York, there were at this time many other recreation services and programs available to the blind person. It was true then, and still is now, that in this area there are more and better recreation and social opportunities for the blind person than in any other city in the United States. With this knowledge, they, therefore, did not wish to duplicate any existing program, but rather they aspired to create opportunities that here-to-fore did not exist. They were sincere in their belief that a clubhouse, properly equipped, adequately supervised and carrying out the precepts which they were drawing up, would fill a much needed gap in the life of the average blind person who lived in the borough of Brooklyn and adjacent counties of Long Island. In brief, this code or philosophy suggested:

1. That quality rather than quantity would be our evaluation of this program and that numbers of participants would never be our sole yardstick in measuring our success or progress.

2. That the clubhouse would serve to implement the encouragement of good fellowship amongst its members.

3. That integration of sighted people as participants in our program would be encouraged at all times.

4. That only those rules and regulations necessary to maintain adequate supervision would be invoked and that freedom of the membership and the perpetuation of informal and normal group patterns would be our chief aim.

5. That the program as much as possible and practical would be planned with the preferences and interests of the members in mind.

6. That membership would be based on three (3) things: (a) legal blindness; (b) residence within the service-area of The Industrial Home for the Blind, and; (c) clearance by our Social Service Department.

7. That a membership fee of $1.00 a year be assessed. Said fee would be waived in cases of financial need.

8. That the policies and controls essential to the smooth running of the club be vested with The Industrial Home for the Blind and *NOT* with the membership.

9. That membership in the club would be the privilege and not the right of any blind person and finally

10. That a primary function of the club

would be to encourage the membership to take an active part in the social and recreational programs in their own community and not to use the club as the only outlet for their social need.

With the completion of our program format and with the alterations to the building almost finished, a recreation director was employed who immediately began schooling in the policies of The Industrial Home for the Blind in general and the philosophy of the recreation program in particular.

In July, 1949, the club was formally opened and, from the very first day, attracted the attention and interest of hundreds of blind persons and their guests. In January of 1950, I submitted to The Executive Director of "The IHB," the following statement concerning the recreation program.

"The 'Lightbuoy Club' opened its doors to the public on July 1, 1949. After six (6) months of operation some 5,300 members and guests have visited the club and made use of our facilities. A great amount of interest in our program has been manifested by our 310 members and, together with our many volunteers, have given practical acceptance to the establishment of this club.

"Many of our members and guests have brought their entire families to look over the facilities of the club and many helpful and practical suggestions have been given which will enable us to formulate better plans for the future.

"Most of the summer was given over to social functions, tours of inspection and a general orientation to the clubhouse by the membership. However, with the coming of fall, we put into practice our initial program of activities and, although only three months have passed, it appears now to be a certainty that we can anticipate a substantial amount of interest and participation during the months ahead.

"Statistical information dealing with the first six (6) months of operation discloses the following:

Total Attendance	5,360
Full course meals served at a cost of 25¢	650
Meals served at "no charge"	340
Attended three formal dances	610
Attended six (6) Bingo parties	213
Attended three (3) big league baseball games	54
Attended ten (10) dance class sessions	250
Attended sixteen (16) rehearsals for a minstrel show	415
Attended ten (10) bowling instruction sessions	107
New groups organized	11
Hours of activities, assistence, etc. contributed by volunteers	654"

This report also mentions that there were no records maintained relating to the countless number of people who spent a like countless number of hours relaxing, participating in game room activities, using the facilities of our snack bar, and enjoying simple, "old fashioned" socializing so important to the members of a men's club.

Sometime early in the winter of 1950, the recreation committee began a study of the activity participation figures related to the initial six (6) months of operation and, after studying the results, arrived at certain conclusions which were based on a practical and objective analysis of the facts, figures, and problems.

The following was held to be so:

a. Our idea of integrating sighted people into our program on the participating level was working well and that we would continue this practice in the future.

b. It was anticipated that eventually we would be using facilities outside the area of our clubhouse in an equal, if not larger, extent, as our program grew.

c. Our decision to charge a membership fee of $1.00 annually had met with no negative criticism and everyone felt it was to their advantage to hold a "membership card" for the purpose of identification, showing it to their friends, etc.

d. The participation and interest demonstrated by the many deaf/blind members of the club was of tremendous value to them as well as a source of constant encouragement for us.

e. Our decision to "sell draught beer" on the premises had demonstrated its value to the program and to the membership despite considerable opposition from many sources.

With all due consideration to these factors and with the assurance and confidence that

thus far have been demonstrated in our club, we began our first full year of programming. . Much could be written of the ensuing two (2) years of expansion. Little by little, the club became the hub of social and recreational activities in the borough of Brooklyn. Our membership grew steadily, and the degree of interest exhibited in a great number of varied activities, grew to the point where it was often necessary to decry our lack of space in a building that contained sufficient room for some eighteen (18) various groups and activities to be functioning at one time.

Once again, in 1952, we found it essentially expedient to plan additional major alterations to our building, and a great amount of new equipment was purchased to allow for our additional needs.

By the end of 1952, the third year of operation, we finally were convinced that our program was beginning to function as we had hoped. Our marked success with programming was paying dividends to our membership, and we were certainly beginning to attract a good amount of interest and study from other agencies and groups concerned with recreation for the blind on a national level.

We were, however, not without many major problems which confronted us constantly as our program began to embrace more activity and more people. Transportation became our number-one unsolved problem and, even though we had anticipated some difficulty in this area, we never bargained for the increasing demands that became our responsibility as we continued to expand. Originally we had provided transportation to members who were not otherwise able to travel to the club. This, of course, was an intangible interpretation and we discovered very early that, as our program grew, so did our transportation needs. Even though we did organize and keep active a rather large corps of volunteers in this area, we found it necessary to hire paid drivers who used their own vehicles which we scheduled and paid for at the rate of $2.00 per hour. The owners provided gasoline and oil for their vehicles.

We found ourselves confronted with the hiring of additional personnel long before we had originally contemplated the need for their services, because of the rapid growth in scheduled activities.

In my report for this year, 1952, I gave a description of our many clubhouse rooms, the uses to which they were put, and statistical information which clearly showed our rapid expansion. Once again, I call your attention to the fact that we are not necessarily interested in numbers for numbers sake, but a comparison of these figures dating back to 1949, will give you some idea of the rate of increase of this recreation service.

I wrote the following preface to that report:

"With the writing of this report for the calendar year 1952, we bring to a close our third full year of scheduled recreation programming at the "Lightbuoy Club." Although we have gained much in both experience and knowledge, it is significant to realize that our program is still refreshingly new and challenging to allow for many new and exciting projects for the future. Whatever doubts may have existed for the future success of a "clubhouse type of program," have long since vanished and today, the "Lightbuoy Club" offers its many members an opportunity to relax, to enjoy the fellowship of his fellow man, and to participate in a program that offers social, recreational and cultural pursuits of his own choosing.

Physical Description of the Club House
First Floor

Auditorium—Seating capacity—300. Full stage, master stage lighting panel box, pipe organ, grand piano, balcony, spot lights, storage space for chairs under the stage, two exits to the street level and three exists to the building, 16 mm projector and large movie screen. This room was used for concerts, banquets, roller skating, dances, large meetings and dramatic rehearsals and presentations.

Lounge Room—Seating capacity—35. Equipped with combination radio and record player, special view television receiver, braille and print publications, receptionist desk and many beautiful potted plants, leather furniture. This was used for relaxation, music and television programs.

This floor also contained the director's office and a gentleman's lounge.

Second Floor

Arts and Crafts Room—Seating capacity—35. This is equipped with work tables, kiln,

material racks and storage bins, two carpenter work benches, carpenter tools, etc. It is used for individual and group projects, class room instruction, free craft periods and, its most important use, "The settling of the affairs of the world."

Meeting Room—Seating capacity—60. Equipment consists of an upright piano, equipment cupboards, two air conditioners, trophy case, desks, typewriters, etc. Its uses consist of meetings, orchestra practice, choral rehearsals, discussion groups, class room use, etc.

This floor also contains a men's and a women's lounge.

Third Floor

Radio Room—Official home of short wave station "W2DNB." Equipment consists of a short wave "all band" receiver, transmitter, work tables, testing equipment. It is used for meetings of the Amateur Radio Club, nightly supervised coverage of transmitter and receiver work, repairing of electrical equipment and, on occasions, general meeting purposes and class room use.

Music Room—Seating capacity—15. It contains an upright player piano, musical instrument storage closet, combination radio and record player, talking book machine, and modern leather sofas and arm chairs. It is used for individual instrumental music lessons, quartet rehearsals, meetings, private reading room and class room and special meetings.

Basement

Grill Room—seating capacity—56. It is equipped with a snack bar which has facilities for sandwich making, a grill, refrigerator, three-section sink, slicing machine, storage cabinets and beer taps. This room also contains a two-ton air conditioner, tables and chairs, and an additional television receiver. This room is used for socializing, snack parties and also as a dining room. The television set is used mostly for baseball games, boxing matches and sporting events.

Game Room—seating capacity of approximately 100. It was equipped with chairs, tables, lounges, pool table, a 25-foot shuffleboard, combination radio and phonograph, a varied number of mechanical pin-ball type games using no coins. This room was used for tabletop games, tournaments, contests, relaxing, meetings, smaller dinners and other group needs.

Kitchen—Equipped with double gas range, work tables, pantry, refrigerators, double sinks, all in stainless steel, and other necessary equipment.

This floor also contains a men's and a women's lounge.

The entire building is well lighted and the decor is of the finest. We are constantly striving to maintain the floors and paint in excellent condition."

I now wish to present the statistical report for this year, 1952, in brief.

Total attendance	19,968
Dinners served at 50¢	7,539
Meals served at "no charge"	1,375

Activities "at the clubhouse building"

Roller skating
Bingo parties
Dramatic rehearsals
Dramatic and show performances
Penmanship classes
Manual alphabet classes
Individual music lessons
Classes in social graces
Classes in radio repairs and construction
Choral performances and rehearsals
Male quartet rehearsals and performances
Dance orchestra rehearsals and performances
Chess club
Formal dances,
Folk and square dancing groups

"Away from the Club"

Roller skating at a rink
Practice bowling sessions
Concerts, musicals
Shows, movies
Television and radio programs
Bowling league competition
National bowling tournament
Ice hockey games
Boxing and wrestling bouts.
Professional basketball, baseball and football games
Swimming instruction classes
Camping trips
Group hikes
Ice skating groups at a local rink

At Club

Forums and discussion groups
Concerts, lectures, talent shows
Personal services, reading, shipping
Sewing, letter writing, etc.
Family Get-togethers
Game nights
Committee meetings
Club meetings
Movies
Book-of-the-Month reading sessions
Holiday parties and celebrations
Banquets, special dinners and luncheons
Shuffleboard, pool, checker and pinochle games
Arts and craft sessions
Basketball games
Physical fitness classes
Individual physical workouts
Debates
Music appreciation sessions
And other special functions and groups far too numerous to list.

Away from Club

Deep sea fishing trips
YMCA and YWCA dances
Shuffleboard tournaments
Bowling matches
Dramatic and choral performances by our members
Sports dinners and banquets
Debates by our members
Ceramics, sculpturing
Canoeing and boating excursions
Advanced classes in radio techniques
Classes in public speaking

By this date, our active membership had grown to over 400. During the year some 140 volunteers contributed 5,534 hours of service. Our volunteer motor corps had completed 362 trips transporting 1,120 people to the club from their homes and return. I concluded this report by saying that it had been a very busy year, that we had seen many changes and many new faces and, that from present indications, the years immediately following would see yet a greater service rendered by the Recreation Department. Subsequent events certainly upheld this prediction.

The Day Center Program

During the years of 1953, 1954 and 1955, our department continued to grow and expand rapidly. The Brooklyn Day Center, which began activities in March of 1953 marked a new era for the older folks in recreation activities. Because the need for the diversional and related rehabilitative services which can be offered to elderly and multiple-handicapped persons under a day center program is so pressing, we have given major attention to developing such a program in all the counties of Long Island. The Brooklyn day center, functioning from our clubhouse, is in active progress four days each week between the daytime hours of 10:00 and 3:00. All of us who work closely with the day center groups, have come to know and to realize the tremendous service which these programs are offering so many older blind people. Their love and respect for their fellow man and woman are daily demonstrated by their unfailing loyalty and cooperation in just about everything they do. "So little often means so much," that it is a never ending joy and pleasure to create new activities, new ideas and new participation groups.

Our day center pattern was established at our Brooklyn center, and is the same pattern which has now been initiated in other day center groups in Queens, Nassau and Suffolk counties on Long Island. Each center organizes two (2) groups based primarily on the location of their homes in relation to the center. Each group comes to the center twice weekly. Activities run the gamut of your wildest imagination. It has been said, and I do believe it, that if you want to try something new and are looking for that "do or die spirit," try it first with a day center group. Competition along certain lines runs strong between the various groups. An opportunity for one group to get-together with

another is always a much anticipated event. Outings, tournaments and parties between groups are a regular part of our program.

The supervisors in charge of the various centers are trained in advance in day center practices and learn early what to expect from the successful leadership of an "IHB" day center.

The expansion of these centers and the bringing in of additional clients, is limited strictly to our ability to obtain the services of volunteers and volunteer drivers. Paid drivers are, of course, used extensively, but as might be expected the demand is always greater than the supply.

The services which the elderly and multiple-handicapped clients receive at our centers, are often the only services of which they can avail themselves. However, these services mean the difference between lonely hours at home or in a furnished room, and twice weekly meetings with and participating in group activities where they are recognized as equal members of a group.

With the inclusion of our most recent day center program at Burrwood, we presently have eight (8) such groups operating from their own facilities on an all-year-round basis. A major advantage of the day center program, beyond the activity area, is the fact that at least two times each week these clients are able to discuss their many problems with their supervisors, who in turn, can readily refer them to the proper departments for other services offered by The Industrial Home for the Blind. There is no doubt that, because of our day center program, many a client is no longer a lonely blind man or woman. Rather, he or she is an active, interested and, yes, devoted member of a group which sees each day as a challenge, and meets that challenge with optimism, hope and the knowledge of accomplishment.

It gives one a tremendous feeling of good to envision the transformation that occurs in the average day center member from his initial day to, shall we say, one month later. From a confused, and often times bitter, individual, the transformation usually develops to the point where, given the opportunity, the same person will offer help, advice, and the hand of friendship to other new members coming into the group four weeks later.

From the initial group of seven (7) men, this program now services upwards of 350 clients each week. Staffed with eight (8) group workers, they are creating a pattern and a program that many other agencies can well follow in the future. The cost of setting up such a program is indeed small compared to the benefits to be given and, with the aging constituting the major portion of most case loads, what better manner to initiate a service than to allow for recognition, expression and participation through a day center program.

Teen-Age Program

In 1954, we organized our first teen-age program. Functioning on Saturday of each week, using the club facilities as a base of operation, we quickly found ourselves with a very active and eager group of youngsters, who were anxious to follow through on just about anything we suggested. Inasmuch as the majority of our referrals were boys, we initiated sighted girls into the group and, they, too, are now considered an integral part of the recreation program. The teen-agers have brought the freshness and vitality to our program that only young people have to offer. Noisy, boisterous, and ever ready to compete, they add that intangible something that is excellent medicine for all of the other members of the club. Like the day center groups, they are ready for anything and possess that same quality of loyalty that allows for successful programming.

This group now numbers approximately forty (40), of which, about one half are visually handicapped boys between the ages of thirteen (13) and eighteen (18). The other half consists of sighted girls of approximately the same age. Their projects and activities, since they organized, have constantly been on a par with other groups of seeing youngsters of their own age. The girls, particularly, have a great deal to offer our program, and their many talents and interests, combined with the boys, provide a never ending source of pleasure, and good public relations.

I often think when I read and hear of the problems dealing with juvenile delinquency so common in our major cities that, here in our own teen-age group, is the direct opposite of what we are led to believe about our youth of today.

The I.H. Double Bees (IHBB's), their own chosen name, do everything together. Dramatics, field trips, competitive sports, service

projects, fishing trips, and a never ending list of activities, constitutes their weekly program. Underneath all their activities and effectively at work, is the advantage these teen-agers are enjoying in being allowed the benefits of integration.

In summarizing some of the figures related to our 1955 report, I am combining our three (3) specific group figures, namely:

1 clubhouse evening recreation activities;
2 day center program;
3 teen-age program.

Total attendance and participation, 39,593.

Full course dinners served at the clubhouse at 50¢, 12,820.

Meals served at no charge—all programs, 14,566.

Refreshments were served to, 2,361.

Volunteers contributed aid and assistance to the amount of $9,874.

Volunteer motor corps members made 2,311 trips to transport 7,120 people. In all, some 82 different activities are represented in our total program coverage. Our Annual report, covering some sixteen (16) pages of figures, alone lists activities both at home and away for all of our various groups including each of our day centers. Every conceivable interest and project is included in our program. In reality, we are now responsible for the day-by-day operation of a veritable network of recreation and activity centers each in charge of an experienced supervisor, and each providing program opportunities, facilities for recreation and social as well as cultural opportunities. Each is responsible for the purchase and serving of well balanced meals and refreshments, and each gradually gaining in the importance of the part that it plays in the community in which it is located.

Volunteers

The volunteer is most deserving of mention here because of the very important and vital part the volunteer played in our growing program. Each facility is dependent, for a major part of the program needs, on the volunteer. Transportation, clerical work, minor supervision and special assignments are but a few of the many services they perform. We feel that it is important for the volunteer to learn early how to understand the problems of the blind person, and we do everything possible to encourage them to interpret the needs of the blind person. However, we do this on a strictly lay basis, and guard always, against the misuse, by the volunteer, of such information. Cordiality, warmth and informality are important "musts." We do our very best to maintain a free and recreational atmosphere to be enjoyed by our members and volunteers alike.

We, at The Industrial Home for the Blind, are proud of the progress we have made in a few short years, We are equally proud of the many people who have availed themselves of this service, and who have gained poise and confidence through participation in our program.

Our job is by no means completed. We shall always have new projects, new ideas, and new problems. We ask only that we continue to have the confidence of the men whose foresight and faith in the future made our program possible. And we ask, too, that we retain the confidence and the faith of those people for whom it has been our privilege to work.

BANQUET
AND
PRESENTATION OF SHOTWELL MEMORIAL AWARD

MINUTES OF ANNUAL BANQUET

Thursday July 12, 1956

Following an invocation offered by Rev. S. J. Munn, of Calgary, Alberta, and to the strains of music provided by Senora Consuelo de Bonzo and entertainers from the Casa La Golondrina Cafe, 275 members and friends sat down to dinner at the Annual Banquet, and to pay tribute to Mr. Maurice I. Tynan, recently retired Chief of Services for the Blind, Office of Vocational Rehabilitation, who had been chosen by a special Awards Committee as recipient of the Associations' 1956 Ambrose M. Shotwell Award, presented for distinguished service to the blind. Dr. Francis J. Cummings, Executive Secretary of the Delaware Commission for the Blind, Wilmington, acted as Toastmaster and awards in the form of a gold medal and an engrossed scroll were presented by Mr. Peter J. Salmon, Executive Director of the Industrial Home for the Blind of Brooklyn, and by Mr. Arthur L. Voorhees, Vocational Rehabilitation Specialist in the Division of the Blind of O.V.R. and a long-time colleague and associate of Mr. Tynan.

During the course of the evening, in tribute to and in token of their past services to the AAWB, seven of our ten living past presidents (Messrs. Calvin S. Glover of Cincinnati, Colonel E. A. Baker of Toronto, Peter J. Salmon of Brooklyn, J. Robert Atkinson of Los Angeles, Dr. Francis J. Cummings of Wilmington, Roy Kumpe of Little Rock and Captain M. C. Robinson of Vancouver, B. C.) were presented with handsome hand-made gavels, with silver bands, suitably engraved with the name and term of office of each mounted on the head. Similar gavels were presented in absentia to Messrs. George F. Meyer of Newark, New Jersey, Colonel L. L. Watts of Richmond, Virginia and Mr. Francis B. Ierardi of Boston. These particular gavels were all made by President Joseph F. Clunk, from Cedar of Lebanon wood from a stand of trees more than 300 years old growing on the estate of The Duke of Bedford in Chorleywood, England, and blown down in a hurricane. Mr. Clunk and Colonel Baker of Toronto were both able to secure some of this wood from England, and both have made a supply of these gavels and presented them to the Association for future use as presentation gavels. The Secretary-General was given a similar gavel, appropriately engraved on a silver band around the head.

During the evening the Secretary-General reported a total registration for the convention of 554 with some others in attendance but not registered—representing 43 States and several Canadian provinces. He announced that the membership had risen to a total of

1,394—highest in our history. Three new Life Members were recognized—Captain M. C. Robinson, Mr. Irving Selis (New York) and Mr. James E. Roderick of Altoona, Pennsylvania. Statistics appear elsewhere. Presentation and acceptance speeches follow.—A.A.

PRESENTATION OF SHOTWELL MEMORIAL AWARD GOLD MEDAL TO MAURICE I. TYNAN

* PETER J. SALMON (his boyhood friend, Peter)

Executive Director, Industrial Home for the Blind, Brooklyn, New York

Yes, I have known Maurice I. Tynan as a man and boy, although Maurice was really quite a young man when he joined us at Perkins School, Watertown, Mass. He came while the mud was still fresh and oozey and the now beautifully landscaped grounds of Perkins were anything but beautiful. Maurice, however, I recall as being spic and span—easily the best dressed guy of all—though he too used the Perkins Pants Pressing Process, a process which accomplished pressing by placing the pants between two mattresses, one of which was weighted down while the owner slept. This is one of the first recorded beginnings of automation.

Seriously, cleanliness and neatness have marked the life of this long time friend of ours as he has progressed down the years in a life of hard work, usefulness and achievement. Always concerned about the feelings of others, he came up the ladder of success without stepping on the fellow behind or pushing the fellow ahead. He earned his promotions all along his varied and fruitful career.

From his graduation at Perkins in 1914—to his retirement in 1955, he certainly did have a wide variety of experiences. An excellent detailed account of the career of Maurice I. Tynan is contained in an article appearing in the March 1944 issue of the "Seer," written by his long time associate under whom and with whom he worked for many years, Joseph F. Clunk. An announcement of the Shotwell Award to Maurice Tynan in the April 1956 New Outlook contains a biographical sketch beginning on page 153. Others have written about Maurice, including another long time associate, Arthur L. Voorhees, so why not me?

Well, since his life story thus far has been so well documented, I shall not review it step by step, but I would like to make the following observations.

I know that Maurice Tynan considers himself most fortunate to have come under the good influence and guidance of that sterling lady who helped so many of us, Miss Florence Birchard, of Boston. Maurice received some of his earlier training and work experience with Miss Birchard. Then as he went on to teach at the Maryland School for the Blind and to become associated with the Canadian National Institute for the Blind (1919), he again was fortunate in gaining very early in his career experiences of an entirely different character. The Canadian National Institute for the Blind was a young and struggling agency at that time, and Maurice had the opportunity to grow along with the Institute and to take on the national point of view which has been inherent in the work of the Canadian National Institute these many years. He gained a good deal more than that too in Canada—for there he met the lady who became his charming and devoted wife, who has been at his side down through the years and has been the kind of help to Maurice that only a good wife can be. And to keep the record straight, let it be said that there is in the Tynan household a son affectionately called "Bill" who is a real source of joy to Mr. and Mrs. Tynan.

Undoubtedly, it is difficult for many to realize what an uphill job it was back in 1919, and for many years thereafter in the various positions in which Maurice Tynan engaged, each one a pioneering job with very little in the way of previous experience to guide him. These were the formative years for many of the Agencies for the blind that have since developed large progressive programs, but with each position that Maurice

* Visually handicapped.

undertook, he advanced the work for the blind, and fortunately his own career has advanced as well. From Canada to Maryland again, but this time with the Vocational Training Program at Evergreen, under the direction of the Veterans Administration (1921), to Minnesota in 1925—where he is still remembered and respected for a real good job accomplished. Partly because of his development of one of the first relationships of work for the blind with the State Rehabilitation Agency, but also because Maurice had become an outstanding personality in work for the blind, he was appointed field representative in the services for the blind under the United States Office of Education. This was in 1938. This unit, you will recall, had the task of administering the newly inaugurated program of vending stands under the terms of the Randolph-Sheppard Act, later to be transferred (1946) to the Federal Security Agency, where Maurice Tynan became chief of the Business Enterprise Program until 1950, when he became chief again, this time—Chief of Services for the Blind, succeeding Joseph F. Clunk, from which position he retired in 1955.

In the 41 years—from 1914 when Maurice I. Tynan graduated from Perkins, until 1955 when he retired—we have a period marking the greatest advance in work for the blind of any period in history. Maurice has not only been identified with this important era but has left an outstanding record of good works, personal achievement and ample evidence of his concern for his fellow men. He dared to try new ideas when the going was rough and at a time when new movements were things to be shunned. He weathered the slow and oft-times tedious and frustrating machinery of government—both State and Federal—to carry forward new and meaningful programs. The Business Enterprise Program in which he was one of the prime movers remains today the greatest single employment opportunity for the blind person with capabilities that enable him to take his place in the world of competition. As a co-worker, as an admirer of his achievements, as a long time friend and as a grateful recipient of the Ambrose M. Shotwell Award in 1955, I count myself privileged indeed to be given this most pleasing task of presenting to a real gentleman, Maurice I. Tynan, this medal, the Ambrose M. Shotwell Award for 1956, of the American Association of Workers for the Blind.

I hope, Maurice, that you will keep it in good health, and I know your devoted wife and your son, Billy, are mighty proud of you, as all of us are tonight.

PRESENTATION OF SHOTWELL MEMORIAL AWARD SCROLL TO MAURICE I. TYNAN

* ARTHUR L. VOORHEES, Vocational Rehabilitation Specialist
Division for the Blind, Office of Vocational Rehabilitation, Washington, D. C.

I have looked forward to this moment for many months, yet it is difficult to put into words the deep and sincere feelings that are in my heart. I know that all of you who are gathered here tonight to honor this great pioneer will agree that on such a momentous occasion no verbal tribute is really adequate. In his quiet unassuming manner, he has had a profound effect on most of the significant advances in the field of work for blind persons in this century. In fact, it is quite likely that many of your lives, as well as mine, have been influenced in one way or another by Maurice Tynan's accomplishments.

Ever since his graduation from Perkins, his career has been accentuated with pioneering activities in the development of new programs and services to blind persons. He concentrated his energies in establishing one of the first programs for the placement of blind persons in competitive employment during the brief time he was a member of the staff of the Massachusetts agency. While in charge of the Ontario Division of the Canadian National Institute for the Blind, his sweeping

* Visually handicapped.

reorganization of the Workshop Program laid the foundation for turning a $50,000 a year deficit into an annual profit. Basic to this reorganization was the application of the principle of job analysis with respect to blindness, which is now recognized as fundamental to the placement of blind persons regardless of occupation.

Back in this country, as Superintendent of the Evergreen Training School, he worked with blinded veterans of World War I where he developed many of the techniques that today are considered an integral part of the adjustment process. As Director of the Minnesota Agency for the Blind, two pioneering achievements highlight his many accomplishments: First, the coordination of the Aid to the Blind Program with the Minnesota agency's over-all service program; and second, the initiation and implementation of one of the first, if not the first, cooperative agreements with a State vocational rehabilitation agency.

Whenever mention is made of the Randolph-Sheppard Act, we immediately associate the names of two outstanding pioneers with this sweeping legislation. Maurice I. Tynan, our honored guest tonight, and Joseph F. Clunk, the illustrious President of our Association, are synonymous with the growth and development of the Vending Stand Program. Mr. Tynan devoted most of his time and energy to this Program for more than 12 years.

Then, in 1950, he was promoted to the position, Chief of Services to the Blind, Office of Vocational Rehabilitation, which he held until he retired in 1955. In this capacity he labored zealously and untiringly to champion the vocational rehabilitation program for blind persons nationally and internationally. During the last 11 years of this period, it was my privilege to work with him, both as an associate and as a member of his staff. In all humility, I would like to say that this relationship has enriched my life and has given me a deeper appreciation of the standards of service for which he stands.

Most of us who really know Maurice realize that he was never a man to deliberately seek the limelight. He preferred to remain quietly in the background, yet he has always been able to effectively promote the principles and ideas to which he believed, and for which he would fight if the need arose.

He has been a member of this Association for nearly 40 years, but he has never sought or agreed to accept an office. Nevertheless, he has worked diligently, giving generously and unstintingly of his time, effort, and talent to advance the work of this great organization. He contributed materially to the establishment of this Association's professional standards for home teachers and served as a member of the first Board of Certification. He was instrumental in establishing life memberships in this Organization and was one of the first to become such a member. I am sorry that time does not permit the enumeration of the many ways in which this devoted member has worked to build up the prestige of the American Association of Workers for the Blind.

Just to talk about Maurice as a professional worker, as I have done so far, would do him a gross injustice. To know him as I have for the past 17 years is to admire and respect him. Some of the qualities which have endeared him most to me and to his host of friends, both here and abroad, are his sincerity, friendliness, cordiality, sensitivity to the feelings of others, and his devotion to his wife, his son, and his home. His wide range of interests include designing houses, working in his garden, growing flowers, motoring, major league baseball, boating, color photography, and current events. With such endearing qualities and such a variety of interests, Maurice, you can be assured of a rich future filled with stimulating new activities and a host of friends.

And, now, Maurice, on behalf of the American Association of Workers for the Blind and your many friends who could add much to what has already been said, I would like to present to you this Scroll which reads:

American Association of Workers for the Blind,

Incorporated,
Founded 1895

Maurice J. Tynan

Patient toiler on behalf of blind veterans and civilians, incomparable master of the techniques of their rehabilitation, whose life-long industry and talents have been dedicated to the building and maintaining of services that have brought to the blind of our country wider and more wholesome public understanding, greater confidence in their innate gifts, self-fulfillment born of achievement, self-respect stemming from the awakening of unsuspected power to carry out personal and career-fulfilling responsibilities.

Convinced that a life of untiring dedication is a life well spent, that quiet dignity and self-effacing sincerity are among the most priceless attributes of man, we, your colleagues of the American Association of Workers for the Blind, recognizing in you these high personal gifts and in your career such noble dedication, do confer on you as a mark of our high respect and warm affection the

Ambrose M. Shotwell Award

in the City of Los Angeles, California, this twelfth day of July, 1956, and have hereto affixed our signatures.

Shotwell Memorial Awards Committee

Francis B. Brewer — Chairman

[illegible] — President

Roy Kumpel — Member

M. E. Robin — Member

Agnes Allen — Secretary-General

ACCEPTANCE REMARKS

* MAURICE I. TYNAN
Rockville, Maryland

My Friends:

Words seem inadequate to express to you my appreciation for this great honor which you have bestowed on me. I do, however, thank you so very much.

In accepting this award I feel very humble for I realize how much I owe for the unusual opportunities which I have had and to the many people whom I have had the privilege of knowing and being associated with and from whom I have learned so much.

At the outset, I should like to pay tribute to my most wise and devoted parents and to my loyal, devoted, competent wife who since our marriage has been such a wonderful helpmate and understanding partner.

Next, to that truly great friend of the blind whom this association saw fit to single out for the Shotwell Memorial Award several years ago, I refer, of course, to Florence W. Birchard. It was Miss Birchard, who in my early days gave me much help, encouragement, and counsel, and really made it possible for me to enter the field of work for the adult blind.

Through the years, I have had the rare opportunity to know and work with, many of the early pioneers and leaders in our field who gave me great inspiration and encouragement. The list would be too long if I should mention them all here, however, I do wish to pay tribute to a few not only because of what they did for me but also for their great contribution to work for the blind.

I do wish to pay tribute to a few, largely because of their great contribution to work for the blind, without whose efforts our present-day program, I feel certain, would not have materialized.

Among these is H. Randolph Latimer with whom I was associated three years at the Maryland School for the Blind and whose friendship I enjoyed during the many years he was engaged in work for the adult blind. It was Mr. Latimer, you will recall, who largely conceived the formation of the American Foundation for the Blind which has provided such great leadership in so many areas of our work and has been, in a large measure, responsible for the achievement of much of the Federal Legislation now on the Statute Books.

Another great personality who did much to enhance work for the blind and under whose leadership I learned a great deal, was Charles W. Holmes who was the first Director of the Canadian National Institute for the Blind and who had a leading role in the organization and early development of that outstanding agency. It was while working in Canada with Mr. Holmes that I had the great good fortune to learn to know and work with our most illustrious member and friend, Colonel E. A. Baker; who has developed the Canadian National Institute for the Blind as we know it today. His work has brought him International recognition as signified by his election as the first president of the World Council for the Welfare of the Blind.

Charles F. F. Campbell, probably the most dynamic personality and one of the greatest pioneers work for the blind has ever had, was also a true friend and gave me much encouragement in my early career.

Robert B. Irwin, another great friend who, as Director of the American Foundation for the Blind, probably contributed as much as any individual to the development of this work.

I also wish to pay tribute to our President, Joe Clunk, with whom I was associated for many years and from whom I learned very much.

It would be remiss on my part, if I neglected to mention the rare opportunity that I enjoyed in attending that outstanding school for the blind, now known as the Perkins School for the Blind; and I wish to say that I have never understood how one school could gather together such a competent and dedicated staff who took such personal interest and at the same time were such devoted friends. It would be impossible to mention them here but I shall never cease to be grate-

* Visually handicapped.

ful to Perkins, and to them, for what they did for me.

It was at Perkins I first came in contact with blind people and became concerned with their problems and out of this experience has resulted many lifelong and cherished friends, some of whom are here this evening.

I must not neglect to say what my affiliation with the AAWB has meant and done for me, for it was through this organization that I came to know most of the workers in our field including that illustrious and devoted worker who made this wonderful award possible, namely: Ambrose M. Shotwell.

Through the many years that I have been a member of this organization I have been honored by serving on various committees and on numerous occasions have appeared before you, both at general sessions and at various sectional groups and always I have been received with the greatest courtesy and consideration. This has been a great source of satisfaction and pleasure and I am deeply grateful.

Now, that my professional career has come to an end and this may be my last opportunity to appear before you, I should like to take this occasion to make a few observations as to our present status and also as to what the future may hold for work with and for the blind.

It is said that it is a sign of old age to reminisce, I assure you that I am not old but may have lived a little bit longer than most of you, so I will not indulge in that pastime. I do wish to say, however, that the growth and expansion which has taken place in providing services for blind persons, especially in the last thirty or thirty-five years, has been truly magnificent and I often think how happy the real pioneers in our field would be if they could witness what has been accomplished.

These achievements are, of course, due to the efforts of many people; First I would have to give credit to those courageous and competent blind persons who have demonstrated so conclusively that blindness, in itself, does not prevent a person from carrying on in normal employment and living a full and useful life.

Second to the pioneer workers and friends of the blind, both sighted and blind, who had the imagination and confidence that blindness was not an insurmountable handicap and proceeded to give of their talents and energies to develop programs of service. To them, we owe a deep debt of gratitude.

Third to the fact that work for the blind was carried on by agencies organized and developed to provide services exclusively for the blind and which were staffed with personnel who were sincerely devoted and expended their energies wholly for persons without sight.

Fourth to the many contributions and united efforts put forth by this association, the American Association of Workers for the Blind, which was in a large measure responsible for the formation of the American Foundation for the Blind and for much of the Federal legislation which has given us many of our programs as we know them today

In speaking of legislation and our present-day programs, I should like to point out that much of it was passed over the objections of strong and powerful groups who were fundamentally opposed to separate services for the blind and special preferences for blind people. It was passed largely because of the united effort of the members of this association who joined with the American Foundation for the Blind and other friends of the blind. It is noticeable, however, that up until the time adequate support was sought for our separate services little opposition to our programs was encountered. It is also a fact that the blind received little or no service from other programs established for the handicapped. Yet, when legislation was proposed that singled out the blind for special consideration, the argument was immediately advanced that the blind should be served along with other handicapped individuals.

Some of you will recall the opposition which arose when "Title-X" to the Social Security Act was proposed. I would ask the question: "Would the blind have received the financial assistance which they require if there had not been this special provision?" It was also noticeable that after the Social Security Act became law every effort was made to have Aid to the Blind administered in the states by the State Welfare Department and this was true even in states where there was a separate commission or State agency providing services to blind persons who understood their needs and problems.

I have long been of the opinion that had aid to the blind been administered generally by separate agencies for the blind; and had there been established under the Social Security Board, a separate unit staffed with personnel familiar with needs and problems of blind persons much of the dissatisfaction with the Aid to the Blind program would have been avoided.

There are many in this room tonight who will remember as vividly as I do the opposition which developed to a special provision for the blind in the amendments of 1943 to the Vocational Rehabilitation Act. Here, again, it was only because of the united support of the workers for the blind that the special provision was included. Again, I would ask: "Would we, today, have our wonderful rehabilitation programs for the blind without this special provision?" The answer can only be a decisive, "No."

I have given these illustrations to indicate to you some of the struggles and some of the forces at work to integrate services for the blind.

You must never forget that many of the suggestions made to integrate services for the blind with other services for the handicapped come from powerful groups and persons in high places; and as more adequate financial support is made available it carries with it all too frequently the danger of our special services being integrated. When this occurs, in my opinion, the blind will lose many of the advantages which they now enjoy. There may be those who feel that I am over emphasizing the dangers to our present program, personally, I do not think so. For example, most of you are aware that the Vocational Rehabilitation Act of 1954 provided Federal funds for the establishment of workshops. I have been informed from a very reliable source that it is now being proposed that these workshops be established to serve all disability groups including the blind and one high official has publicly stated to the effect that the day of the separate workshop for the blind is a thing of the past. As I recall, we now have over fifty-five workshops for the blind, affiliated with National Industries for the Blind, employing upwards of thirty-five hundred blind people. Certainly, I do not believe that any one could say that we would have that many blind people at work in workshops at the wages they are receiving if they had to depend for their employment on shops employing all types of handicapped persons.

Certainly, we can be justly proud of our programs and accomplishments. I am proud, indeed, to have had a small part in these achievements. We all recognize, however, that there is a long way to go and much to be done before we can feel satisfied that we have the understanding and the facilities to meet all of the problems of blind people. It is heartening indeed to know that training programs are now being established to prepare persons specifically for work with the blind. These young persons have a great future ahead of them, however, they and the agencies that employ them must realize that a little knowledge can be dangerous and without experience, sincerity and dedication the best results cannot be achieved. From my experience, the blind themselves will be the first to detect any lack of sincerity or confidence. If we ever lose the individualized approach which has characterized our work in the past, we will be taking a backward step which will be hard to retrieve.

I earnestly hope that each and every one of you, and those who join your ranks in the future, will take a personal and active interest in the affairs of this association. In so doing, not only will you enhance your own professional careers, but will strengthen this organization into a great and powerful instrument to protect our present program and foster needed additional services and facilities. As I view it, it is not sufficient to pay one's dues and to attend meetings. Each and every member has a moral responsibility to make his views known, take an active interest in the policies of the organization and lend every possible assistance to the officers and various committees in carrying out their responsibilities. I might point out that many of our legislative achievements were made possible because individual members either attended public hearings or made their views known to their legislators in other ways. I regret to say I have noted a tendency in recent years for the individual members to leave the entire responsibility to the legislative committee and to the American Foundation for the Blind. Hence, at least one important piece of legislation which was introduced to strengthen

the Randolph-Sheppard Act was passed with certain provisions which, in my judgment, may be disastrous to one of our finest programs.

I am sorry to say that the passage of this unfortunate legislation could have been avoided if more of the members of this association had taken an active interest and expressed their opinions when they were requested to do so. I do not mean to be over critical for I know that all of you have your day-to-day problems and responsibilities and do not always realize that it is important to work for the blind, but by so doing, you will be enhancing your own programs which in turn will make it possible for you to serve more adequately the blind people in your community.

From my vantage point in the past, I have had a rare opportunity to know most of you personally, to visit your agencies and become familiar with your programs. By-and-large, as I have said previously, we can be proud of what is being accomplished. We know, of course, only too well that some of our programs could be strengthened and improved. We also know that many times there are domestic reasons and local condition which prevent the full development within the area. However, for the most part, our agencies are doing an excellent job and I become somewhat irritated when I read some of the criticisms levelled at some of our programs by persons who have never had any practical experience in an agency and therefore know nothing of the day-to-day problems. All of us welcome constructive criticism, but when an entire program may be placed in jeopardy including the risk of placing doubts in the minds of legislators or others upon whom we must depend for support; such criticism may do an inestimable amount of harm. It would be my suggestion to these critics that they come down from their ivory towers and take a responsible position in an agency and demonstrate how much more they are able to achieve. I am sure that all of us would applaud their accomplishments.

With ever increasing financial support for training of personnel, research and experimentation, the future of work for the blind should be bright indeed. It seems to me, however, that this is the appropriate time for us to scrutinize all legislation and programs, Federal, State and Local, to determine whether blind people are receiving, on a uniform basis, all the services which they may require. We all recognize that most of our programs have been established as a definite need was indicated. Legislation affecting the blind has been introduced when it seemed opportune. Therefore, we must admit that our programs have grown without any definite plan and in fact, we realize that in certain areas desirable services are entirely lacking. For these reasons, it has seemed to me for some time that an exhaustive study of work for the blind as a whole should be made. I have been very much interested, therefore, in legislation proposed by the American Foundation for the Blind and sponsored by this Association to create a Temporary National Advisory Committee. Although this legislation has been introduced in several sessions of Congress, no definite action has been taken. It is my earnest hope that each of you as members of this association will take personal interest in this legislation and work with the legislative committee and the Foundation to secure its passage. I am sure that a study by such an unbiased committee would be extremely wholesome for our entire work and we hope the recommendations would chart a definite course for the future.

In conclusion, may I say that it has been a truly wonderful experience to have been affiliated with you through the years. I have thoroughly enjoyed my association with you and my work has given me much pleasure. I assure you in the years that are left to me I shall follow, with the greatest interest, your progress and accomplishments.

May God bless each and every one of you, may He give you the wisdom, the imagination and the strength to carry forward this great and challenging work to the end that blind persons regardless of where they may live will have every opportunity to live normal, happy and useful lives.

Thank you.

REPORTS OF COMMITTEES

REPORT OF THE BOARD OF DIRECTORS

ALFRED ALLEN, Secretary-General, AAWB
Assistant Director, American Foundation for the Blind
New York, New York

During the past year there has been a greatly accelerated growth in the membership of the American Association of Workers for the Blind. As of the close of 1955 the membership stood at 1,079, including 2 Honorary Life Members and 14 Life Members. As of today we have passed not only the 1,100 but the 1,300 mark and the membership, including these same Honorary and Life Members, stands at 1394. They represent all forty-eight states excepting Idaho and Nevada, also the District of Columbia, Canada, Cuba, Hawaii, Panama, and Guatemala. New memberships for 1956 total 500, as against 215 for last year, while renewals total 894, as against 864 last year. This year Pennsylvania ranks first in new members with a total of 115; California is second with a total of 62; and Tennessee is third with a total of 59. For the fourth successive year Pennsylvania has the largest total membership, currently standing at 292; New York is second with a total of 126, while Canada is third with a total of 94.

This remarkable growth in the membership is due in large measure to the valiant efforts of Miss Patricia Stone of North Carolina, Chairman of the Membership Committee and to her nine Regional Chairmen, and to the various State Chairmen throughout the entire country. Sometime ago, in order to stimulate competition for new members the Board authorized awards in the form of $25.00 credits toward Life Memberships for the winning State Chairmen in each of three groupings of states: states with a population of under one-million; states with a population of between one-million and four-million; and states with a population exceeding four million. For enrollment of new members up to June 30 the State Chairmen winners of these awards are: for states with a population under one-million, Miss Catherine Manning of Delaware with 10 new members; for states with a population of between one-million and four-million, Grady L. Weaver of Tennessee with 59 new members; and for states with a population of more than four-million, James L. Roderick of Pennsylvania with 111 new members. It is a pleasure to thank and congratulate these winners. We hope their example will stimulate others to greater effort in helping to build a still stronger organization.

During the year your various committees have worked diligently and faithfully in discharging their responsibilities and in your behalf we express to every one of these committee members your sincere and grateful thanks for their devotion to the tasks which they have so generously undertaken and so success-

fully discharged. Each member has served devotedly and given greatly in time and thought. We must mention particularly the Legislative Committee whose Vice-Chairman, George Keane, has been unusually generous with his time and on several occasions has represented the Association before Congressional Committees, testifying on Congressional bills in which the AAWB is vitally interested. The report of this Committee will be presented later in the morning.

We would be derelict should we fail to mention again Dr. Francis J. Cummings, Chairman and his four associates on the Ethics Committee who for the third year have undertaken a most difficult task in reviewing and evaluating applications for the AAWB's Seal of Good Practice. We know of no more difficult task assigned to any committee and we would hope that every member of the Association would feel grateful to this particular Committee which more than any other, by the nature of its work, is placed in a most unenviable position in seeking to decide just what are and are not considered ethical practices in our field. In this connection it should be reported that the Committee has once again turned to the Board for instructions. It will be remembered that a year ago, at Quebec, the AAWB expressed its disapproval of the use of coin boxes, canisters and the like on the streets or in public places, as a means of fund-raising and forbade the award of the Seal of Good Practice to agencies using such methods. At that time we were aware that such methods were being employed directly by certain organizations raising funds to support programs of service to the blind. Since that time, however, we have become increasingly aware of the problem brought about through the activities of Clubs and organizations which use these disapproved methods for raising funds and which turn over some or all of such funds to local agencies for the blind whose programs they support. In effect, this provides funds raised indirectly for rather than directly by the agencies who receive the funds, but none the less raised by methods we have felt to be objectionable. The question now faces the Ethics Committee as to whether or not, consistently it can enforce a rule which outlaws the use of funds raised directly by methods not approved, and at the same time permit the use of funds raised indirectly rather than directly by the same unapproved methods. After very careful consideration the Board of Directors has instructed the Ethics Committee that it must refuse the AAWB Seal of Good Practice to any agency for the blind which permits the use of its name for fund raising or which receives funds as a matter of policy where such funds are raised by any method which violates the present provisions of the Code of Ethics.

Another Committee which has been most active during the past year is the Braille Committee, which, jointly with its counterpart in the American Association of Instructors of the Blind, has met on numerous occasions and has now reached that stage in the development of its views, after consultation with the members of both Associations, where it is at last ready to negotiate with its British counterpart in London. You may recall that two years ago you voted to give the AAWB Braille Committee authority and discretion to negotiate with the British. Much preparation has since been made for a conference with the British and it is now a pleasure to report that beginning on August 1, the British and American Committees will sit down together in London for a ten-day discussion which it is hoped will lead to a mutual agreement on both sides of the Atlantic with respect to the necessary changes in rules and other details so that uniform braille practices will prevail both here and in England. You will hear more about this from the Braille Committee when it reports later but your Board wishes to make it a matter of record that such a conference as mentioned would not have been made possible without the generous financial support of the underlisted organizations:

American Association of Instructors of the Blind, American Foundation for the Blind, American Printing House for the Blind, Braille Institute of America, Canadian National Institute for the Blind, International Journal for the Education of the Blind, Library of Congress, New York Guild for the Jewish Blind, and Perkins School for the Blind.

We herewith publicly express the grateful thanks of the AAWB to these cooperating organizations.

Last year, arising out of the Quebec convention, our Past Presidents were by action of the convention constituted as an Advisory

Committee to your Board of Directors, to which might be referred for study all proposals which might require changes in our Constitution and Bylaws. Such were the proposals of the Long Range Planning Committee that their implementation would require constitutional amendments and so your Past Presidents have for some time past given some serious consideration to certain of these proposals as well as to other matters. They have given an interim report to the Board but have not yet completed their work and so some further word respecting the matter may be expected at future conventions.

Some of you will recall that for the past seventeen years, the custody of the Shotwell Memorial Award fund has been the responsibility of a special group of Shotwell Memorial Fund Trustees under the Chairmanship of Mr. Francis B. Ierardi, who over the years has worked devotedly to increase the size of the original fund of a few hundred dollars to an amount which would be sufficient to earn enough to cover the cost of the annual award.

Over the past several years there have been suggestions made to the Board of Directors that constitutionally all assets of the AAWB should be held by the elected Treasurer. Following discussion with the Chairman of the Shotwell Memorial Fund Trustees and with the agreement of his fellow Trustees, Mr. Ierardi last November turned over to the Treasurer of the AAWB the cash funds held by the Shotwell Fund Trustees, since which time the Trustees have ceased to function as such. For seventeen years they have carefully guarded the funds and we at this time formally express to them our sincere thanks for their long and faithful stewardship.

You are required, each year, to elect one of your members to serve for five years as a member of the Ethics Committee which handles all applications for the AAWB's Seal of Good Practice. Today the three-year term of Mr. Alfred Severson expires. Mr. Severson, who earlier this year resigned from the Chicago Lighthouse for the Blind to undertake new responsibilities in St. Louis, has indicated that he will be unable to continue to serve and so it is for you to determine whom you will elect to take his place. Your Board believes it can confidently leave this in your hands although it would respectfully suggest that you might look with favor upon the election of Mr. Peter J. Salmon of Brooklyn, New York, a wise, experienced, and understanding comrade, widely known and respected by all of us.

During the morning you will be asked to consider invitations from several agencies anxious to be host to our 1958 convention. (Parenthetically may we remind you that next year we meet at the LaSalle Hotel in Chicago from July 7 through July 12.) Your Board would like to have you agree that as a national organization with membership in almost every state, we have an obligation to try to provide opportunity for all members to attend our conventions held in those parts of the country in which they may live. To do this, it is necessary that we should periodically shift the locale of our annual conventions from one part of the country to another so that periodically each member may be able to feel that he can attend in his own regional area. It has been some time now since we last met in the eastern part of the United States. Several invitations have been received from cities in the East and after careful consideration your Board would suggest that you might wish to look with favor upon the invitation from Philadelphia, in which city we last met in 1911—45 years ago.

Following the presentation of this report you will be asked to vote upon a constitutional amendment providing for the payment of Life Memberships on a four-year basis. Several members of the Association have proposed such an amendment and your Board looks upon it with favor and is happy to urge your support of it when it is laid before you.

As we near the close of another year we believe we can look back with pride upon our growth and developmeent since we met a year ago. In so doing we are conscious of the debt we owe to all of you for the unwavering loyalty and generosity of the support you have accorded us. For the remainder of our terms of office we shall strive to do our utmost to merit and be worthy of your continued faith.

Respectfully submitted,
For the Board of Directors
ALFRED ALLEN
Secretary-General

(Motion to adopt by Fuller Hale, seconded by J. Robert Atkinson, carried unanimously.)

REPORT OF AUDITING COMMITTEE

ARTHUR V. WEIR, Chairman

General Manager, The Canadian National Institute for the Blind
Toronto, Canada

Your President appointed Joseph B. Delbridge, Charles W. Foote, and Arthur V. Weir as the Auditing Committee.

As the others were not present your committee chairman examined records, bank certificates, etc. as submitted by the Treasurer Mr. Philip N. Harrison and reports as follows:

It was the decision of the Shotwell Trustees that the Shotwell Memorial Fund be turned over to Mr. Harrison (Treasurer of the AAWB) and a check in the amount of $3,905.88 was forwarded to him representating balance on hand June 30, 1955 of $3,848.16 plus interest on Securities of $57.72. This total was verified by examination of The Warren Institution of Savings bank book.

A certificate signed by Mr. Ernest Keys, Vice President and Secretary of The Capital Bank and Trust Company of Harrisburg, Pennsylvania certifying as of Securities held by your Treasurer was examined, showing securities held as of June 30, 1956 of $7,400.00.

A Statement of Income and Expenditures, and report of Resources covering the joint fund follows:

STATEMENT OF INCOME AND EXPENDITURES

July 1, 1955—June 30, 1956

Cash on Hand July 1, 1955			$ 5,399.24
INCOME			
1955 Convention Registrations		$ 161.00	
Home Teacher Certification Fee		14.00	
Interest on Bonds (Shotwell—$100.00) (General— 92.80)		192.80	
Listings in 1955 Proceedings		305.00	
Memberships			
Life	$ 200.00		
1953	5.00		
1954	5.00		
1955	475.00		
1956	6,480.00		
1957	35.00	7,200.00	
Sale of 1954 Proceedings		8.00	
Sale of 1955 Proceedings		131.00	
Shotwell Memorial Fund transfer		3,905.88	
Total Income			11,917.68
			$17,316.92

EXPENDITURES

Convention Expense			
1955	$ 124.05		
1956	137.77	$ 261.82	
Recreation Committee Expense		45.49	
Subscriptions to Outlook for the Blind		1,015.00	
Printing and Stationery		281.80	
Cost of 1955 Proceedings		3,024.81	
Membership Committee Expense		8.25	
Purchase of United States Bonds		4,237.04	
Honorariums		600.00	
Grant to Joint Uniform Braille Committee		500.00	
World Council Expense		900.00	
Cost of Surveys, Section C.		25.71	
Shotwell Scroll (1956)		75.00	
Total Expenditures			10,974.92
June 30, 1956 Cash on Hand			$ 6,342.00

SUMMARY OF RESOURCES

Resources as at June 30, 1955	
Cash	$ 5,399.24
Securities—U. S. Series K Bonds	
General Fund	3,000.00
	8,399.24
Securities purchased during year	
U. S. Treasury 2½% Coupon Bonds	
General Fund	400.00
Shotwell Memorial Fund	4,000.00
Income in excess of Expenditures	
Year ended June 30, 1956	942.76
* Total Resources as at June 30, 1956	$13,742.00
Cash	$ 6,342.00
Bonds	7,400.00
Total	$13,742.00

* (Plus one Shotwell gold medal valued at $75)

Respectfully Submitted

A. V. Weir, Chairman
J. B. Delbridge
C. W. Foote

(Motion to adopt By A. V. Weir, seconded by Dr. Berthold Lowenfeld, carried unanimously.)

REPORT OF NECROLOGY COMMITTEE

MRS. LEE JOHNSTON

Chief, Bureau for the Blind, Division of Welfare, Jefferson City, Missouri

It is not for us to measure or set limits to the value of the contributions made in this challenging field by those whose work is now complete. Their outstanding accomplishments, which are recorded, are there for all to see, but none of us are wise enough to know how far-reaching any one person's influence is—the warmth of a hand-clasp, the kindly word, the supportive counseling—all these "little things" have added to the great contribution they have made to the lives of their fellowmen, in helping them to build their lives anew and to persevere in the face of all obstacles. In honoring them, may we re-dedicate ourselves to the privilege and responsibility which is given us to carry on in our great work.

William Donald Ames. Mr. Ames passed away on March 19, 1956. He will long be remembered for his splendid contribution in work for the blind, the establishment of the Branch in Washington County, and his service on the Beacon Lodge Board. His participation in state conferences has been of immeasurable help toward the progress of work for the blind throughout Pennsylvania. He was the Executive Director of the Washington County Branch of the Pennsylvania Association for the Blind for ten years. President of the Washington County Federation of the Blind, Member of the State Legislative Planning Committee, and Member of the Board of Directors of Beacon Lodge.

Anna Anderson. Miss Anderson passed away October 17, 1955. She had served the Kansas School for the Blind as Matron and in other capacities for forty-eight years.

Dorothy Bartram died November 14, 1955. She taught home economics at the Ohio State School for the Blind, Columbia, Ohio, and developed a Manual for domestic arts which has been accepted as standard in many of the residential schools.

Anna Beach died in 1956. She had been employed for more than thirty-one years for the American Foundation for the Blind—longer than any other member on the staff. She attended to the transportation needs of the Foundation personnel and was also in charge of the special personal shopping service centered in the Special Service Department.

Effie L. Bullard died December 1955. She was a teacher in Girl's School, Overbrook School for the Blind from 1917 to 1942.

George Patrick Carter, having been blind since early youth, graduated from the Missouri School for the Blind and later was graduated from the Southeast Missouri Teachers College. Finding that placement as a blind teacher in a sighted school was very difficult, Pat decided to devote his life to work for the blind and became head of the St. Vincent De Paul's activities program for the blind in a Center which they had recently opened in St. Louis. He was working for a Master's Degree in social work at St. Louis University when he passed away early in 1956. Pat was a young man of great promise, and the world of work for the blind has lost one who would have served well.

Ellen L. Chittenden passed away September 15, 1955. She held the position as piano and voice instructor at the Batavia School for the Blind for twenty-seven years. Miss Chittenden was educated at private schools and at Helmuth College, London, Ontario. She specialized in music at Fort Wayne Conservatory and Metropolitan College of Music in New York City where she also taught before going to Batavia.

Dr. Louis B. Cholden, who was thirty-seven years of age when he died, was injured fatally in a traffic accident in Los Angeles in April 1956 while on the way to the airport from his home. He was en route to a meeting of the American Psychiatric Association, where he would act as moderator of a panel discussing Frontiers of Psychiatric Research. Dr. Cholden was a native of Chicago who attended Wright Junior College, the Chicago Medical School, and the University of Illinois. He originated a technique for penicillin measurement soon after the antibiotic was discovered. He took psychiatric training at the Menninger School of Psychiatry of Topeka, Kansas.

While on the staff of the Menninger Foundation, Dr. Cholden served for three years as psychiatric consultant to the Kansas Rehabilitation Center for the Blind, a facility of the Division of Services for the Blind of the Kansas Department of Social Welfare. In this capacity he made a significant contribution to the field of rehabilitation of the visually handicapped and was invited to many professional meetings to share his thinking. Dr. Cholden was particularly concerned about the importance of the ophthalmologist acquainting newly blinded persons with the permanent reality of their blindness if there were no hope of sight restoration. He had observed many cases in which the rehabilitation process had been delayed unnecessarily by the failure of such action. He appeared before national and international meetings of ophthalmologists as well as local groups of doctors to urge them to be honest with their patients who had lost their sight so that the rehabilitation process could begin. Dr. Cholden became affiliated with the United States Public Health Service after leaving Topeka and did research in the treatment of schizophrenia at the National Institute of Mental Health, Bethesda, Maryland. He recently moved to Los Angeles where he was Assistant Clinical Professor of Psychiatry in the University of California Medical School, Beverly Hills, California. Dr. Cholden has gained national recognition for playing the role of the therapist in the documentary film "Out of Darkness" which is sponsored by the American Psychiatric Association. This film has been shown widely on television. A beautifully written tribute to Dr. Cholden appeared in the June "New Outlook for the Blind." Our work has suffered an irreparable loss.

M. Genevieve Coville died in 1956. Mrs. Coville was principal of the Department for the Blind of the Virginia School for the Deaf and Blind from 1925 until she retired in 1947, a member of the Executive Committee of the AAIB for several years and contributed much to the studies of Progressive Education, Uniform Reports, Purposes in Education, Basic Curriculum and Trends in Vocational Guidance in connection with residential schools for blind children. Mrs. Coville was a member of the Board of Directors of the AAWB from 1937 for several years. During the summer of 1941 she assisted Dr. P. C. Potts with his courses for Negro teachers of the blind at West Virginia State College. Thirty-two professional articles written by her have been published, and she adapted a handbook in geometry for the use of blind persons, as well as serving on the general science committee and a committee to adapt a course in biology. She left an indelible imprint on the education of blind children.

Louis P. Cusimano passed away March 28, 1956. Mr. Cusimano was a graduate of Albert University in upper New York State and pursued his master studies at the New York School of Social Work at Columbia University, graduating with a Master's Degree in 1951. For three years after his graduation he was employed by the Catholic Home Bureau in Brooklyn, which is an agency serving adolescent boys and girls who are sighted. In April of 1955, Mr. Cusimano joined the Social Service staff of The Industrial Home for the Blind as a caseworker until his very sudden death. He was a person of great courage and integrity and with a true capacity for forming lasting friendships.

Hon. Icey W. Day passed away during the first week of January 1956. He had spent twenty-eight years in the Mississippi Legislature where it was conceded that he had more influence than any other member in the Legislature. He was not only the leader in work of the handicapped in Mississippi, which included the blind, the deaf, the needy, and the lame, but he did great work in recognizing County Government, helped establish a conservation department and championed the Right to Work Bill. Mr. Day was also a counselor for the rehabilitation of the blind. The Mississippi Industries for the Blind, employing 150 people, is but one monument to his interest in blind people. The new schools for the blind and the deaf are monuments to his zeal and interest in handicapped people. His voice and steadying influence will be missed in the councils of State.

Leopold Dubov died October 15, 1955. Mr. Dubov was the founder and honorary president of the Louis Braille Music Institute of America. Blind since childhood, he devoted most of his busy life to solving problems of the blind. He was a brilliant pianist, a successful piano teacher and, later, an insurance salesman. Mr. Dubov retired from a professional life in 1931 to devote himself entirely to services for the blind. The same year, he founded the Jewish Braille Institute of

America and served successively as its financial secretary, executive vice-president, and general editor. During the war he organized the Louis Braille Blood Donors of America. Mr. Dubov founded "The Braille Musician" in 1942—the first music magazine for the blind. He continued to the end of his life to edit "The Braille Musician" and contributed to every issue. He cherished far-seeing plans for the long-range development of the Louis Braille Music Institute of America.

Ellis Forshee, President of the United Workers for the Blind in St. Louis, passed away April 8, 1956. Mr. Forshee lost his eyesight at the age of eleven years as a result of a dynamite cap explosion. He was employed as a foreman at Industrial Aid for the Blind until December 1942, after which he operated several different vending stands, did war work at the Mines Equipment Company, and up until shortly before his death, he operated a cafeteria in the Army Records Center in St. Louis, Missouri.

Dr. Michael Geffner, who passed away in 1955, came to the United States in 1939 after serving as a librarian in Austria. He has been active in this country, both as a braille proofreader for the New York Guild for the Jewish Blind, as a public braille reader, and as a teacher of Hebrew. For two years he served as Editor of the "Jewish Braille Review." Several years ago he was instrumental in the formation of the Professional Blind Association of America and served as Editor of its publication.

Hon. Henry W. Goddard, died August 26, 1955, after forty-four years of service to the Lighthouse of the New York Association for the Blind, beginning as a volunteer worker with blind boys, to be followed as Board member, as Chairman of its Executive Committee, as Vice-President, and as Honorary Vice-President. Integrity, straight thinking, and courage are qualities to be expected of a true judge, and these were conspicuous during the thirty years Henry W. Goddard served as a Federal judge.

Luretta V. Goens, died September 30, 1955. She was instrumental in promoting interest in special postage rates for braille material which resulted in the passage of a bill in 1896. The blind are now privileged to send rolled letters written in any tactile system for two cents, whereas previously the cost had been from six cents to ten cents depending upon the length of the letter. She was married to John Eugene Goens in Kansas City on April 12, 1899. Mr. Goens was in the oil business and he and Mrs. Goens made their home for many years in Independence, Kansas. She later became active in the Kansas Association for the Blind and was most generous with both her funds and her time in promoting the objectives of this organization. She was active in several different legislative sessions in Kansas as a lobbyist for the State Association for the Blind, including the session of 1937 during which the Kansas Social Welfare Act was passed, incorporating an excellent enabling clause for the carrying on of a broad service program for the visually handicapped. Her passing constitutes a loss to the blind people of Kansas as well as to those of us who were privileged to have her as a friend.

Minnie J. Gould passed away in April 1955. She was an efficient and conscientious head matron at the New York State School for the Blind for thirty-eight years, where her faithful devotion and unselfish giving of herself endeared her to all connected with the School.

John Grissinger of the Braille Institute of America died March 14, 1956. He developed a system of bookbinding and served as bookbinder for the Braille Institute.

Everest A. Judd, a lawyer and civic leader of Batavia, served as a member of the Board of Visitors of the State School for the Blind at Batavia, New York, for ten years. He passed away August 30, 1955.

John B. Ketchum, a salesman who was blinded in adult life, and when he was no longer able to find employment, formed the John B. Ketchum Pump Company which mushroomed into a flourishing business enterprise that today employs more than twenty people. He was eighty-five years of age at the time of his death in February 1956.

Joseph Kulikuskus, known to many of his friends and acquaintances as Joe Kelly, died suddenly on Wednesday, June 13, 1956, at the age of thirty-five. He was a graduate of the Overbrook School and later graduated from Bucknell University. For the last several years he was employed as a Home Teacher and also as OASI investigator by the Pennsylvania State Council for the Blind. He was one of

the organizers and had much to do with the early development of the American Blind Bowling Association.

Estelle Lawes finished her work September 24, 1955. After meeting Robert B. Irwin, Supervisor of Classes for the Blind in Cleveland in 1913, she dedicated her life to teaching blind children. Miss Lawes supervised the department of special education in Cincinnati public schools. She served on the Board of Trustees of the Cincinnati Association for the Blind until 1948, when she was elected to honorary membership. Her example has enlightened educators of the blind, and she is remembered with gratitude.

James Harold Lawrence, Sr., blind musician and singer who retired in 1954 after thirty-eight years on the entertainment scene, died in April 1956. Blind from birth, Mr. Lawrence played the piano, organ, and violin, and sang. He began broadcast work in 1925 and had done both local and network programs. In addition to his radio work and orchestra, he was a composer and arranger. He studied at the State School for the Blind in Staunton and the New England Conservatory of Music in Boston.

A. William Lohler passed away January 28, 1956. He was the Executive Director of the Bucks County Branch of the Pennsylvania Association for the Blind since its organization. Mr. Lohler was born in Pittsburgh in 1910, and he was educated and employed there until an explosion in the plant where he was a mechanic caused total blindness. He went through an adjustment period and a series of positions until in 1944 the offer came from Doylestown to open a friendly center for the blind residents of Bucks County, and he and his wife accepted the challenge with hopeful enthusiasm. Bill's mechanical experience fitted him wonderfully for laying out and organizing a workshop, and the Doylestown center flourished. He devised special appliances and adapted processes to the abilities of his clients and was constantly planning to meet the future and the expanding possibilities for employment of blind people.

Lydia Hermann Mack, former Home Teacher and field worker with the New Jersey Commission for the Blind, died February 4, 1956. Having been blind herself since 1903, Mrs. Mack devoted her life to helping blind people. In 1937 she founded the Hudson County Social Club for the Blind and was its first president. Recently, Mrs. Mack was the recipient of a thirty-year service pin from the State of New Jersey for her services as a State employee. She served under two directors of the Commission.

Charles Mitchell passed away in 1955. He was a former football coach, who coached Red Grange at Wheaton College. In the last year of his life he was a prevocational shop instructor in the Rehabilitation Department of Goodwill Industries of Dayton, Inc. In that capacity he worked with blind adults, helping to determine their vocational potential and develop usable vocational skills. Just one week after directing waterfront activities at Goodwill's Summer Camp for handicapped adults, Mr. Mitchell was stricken with a heart attack and passed away.

Catharine J. Morrison, a home teacher of the blind for the California State Library for almost thirty-two years passed away on October 12, 1955 in Los Angeles. Miss Morrison served as home teacher of the blind in southern California from October 1917 until April 1949 when she suffered a stroke. She is remembered with great affection by her coworkers and the thousands of blind persons whom she served.

Harry L. Peifer passed away in January 1956. He was a charter member of the Board of Directors of the Berks County Association for the Blind and continued in that capacity until his death. He had the welfare of the blind foremost in his endeavors.

Jackson Sailer died February 12, 1956. He was the President of the Chapin Memorial Home for the Blind, Philadelphia, Pennsylvania. He had served from March 1942 to March 1952 with the Board of Trustees when he became Vice-President, and in March 1955 he became President.

Leslie Bernard Schlingheyde, Modesta, California, passed away March 5, 1956. A native of California, he attended the California School for the Blind and later earned his Doctor of Jurisprudence Degree from the University of California. He was elected to membership in the legal fraternity, Phi Delta Phi, and the Phi Beta Kappa scholastic fraternity. He rendered practical service to his fellow blind in legislation initiated by the California Council of the Blind.

William E. Shelton, who died October 5, 1955, was at the time of his death the second President of the Montgomery County Association for the Blind in Pennsylvania. He was a Charter Member of the Board of Directors and remained on the Board continuously from 1945 until his death. In his position of General Manager of the Norristown Times-Herald, he made certain that the Association received excellent publicity.

Susan Todd died March 18, 1956. Miss Todd served as sales organizer for the Board of Education of the Blind in Connecticut during the period 1925-1953. As head of the Board's section for twenty-eight years, she was largely instrumental in organizing and developing a very successful state-wide sales program. Miss Todd was a graduate of the Connecticut Institute for the Blind from which she went to the Weaver Public high school in Hartford, followed by special training at Overbrook School for the Blind.

(Following the reading of the report, the members stood for a brief moment in silent tribute to the memory of our departed colleagues.)

REPORT OF LEGISLATIVE COMMITTEE

*** ROY KUMPE, Chairman**

Managing Director, Arkansas Enterprises for the Blind, Little Rock, Arkansas

When appointed as chairman of the legislative committee in 1955, we found that the committee had before it a number of bills that would, if enacted into law, affect work for the blind. These bills had been introduced during the first session of the 84th Congress. The second session of the 84th Congress, which is now drawing to a close, has brought this total to approximately one hundred bills now pending.

Your committee first met in New York in October of 1955 with the vice-chairman presiding. Various subjects were discussed at the time and appropriate action taken.

Your committee next met in Washington, D. C. in January 1956 with your chairman presiding. Plans were made at that time to make a concerted effort to secure passage of H.R. 6500, "A Bill to create a temporary National Advisory Committee for the Blind." This bill would make a study of work for the blind which the committee agreed was very necessary.

Through the efforts of the legislative service of the American Foundation for the Blind, interest was stimulated in H.R. 6500 creating a spontaneous response from friends of the blind in every state of the Union. Leaders in Congress were called upon by their constituents to study the bill and report favorably. Even though we have had more support and less opposition for this bill than any in my entire career as a committee member, we still have not been able to secure its passage.

Your committee presented testimony before the House committee on Ways & Means on the public assistance provision of the Social Security Act and also before the Finance committee of the Senate on the previously passed H.R. 7225 (amendments to Title II, Social Security Act). On both occasions we were ably represented by our vice-chairman, Mr. George Keane. Mr. Keane's remarks before the Senate committee were directed to the provisions of the bill with regard to disability insurance. Your committee supported this philosophy and recommended that it apply to all persons losing their sight while employed in a covered industry. Immediately before the Ways & Means committee in the House, our vice-chairman directed his remarks to Title X of the public assistance provisions of the Social Security Act and suggested that the committee take as a minimum the amendments to Title X contained in the Jenkins bill, H.R. 5658. This bill would broaden the present provisions for exemption of earned income to recipients of aid to the blind.

While in Washington for the January meeting of the this committee, your chairman and several other committee members, had the privilege of participating in a conference with officials of the Bureau of the Budget

* Visually handicapped.

with regard to H. R. 6500. We believe it was a most successful conference and we wish to thank our consultant to the committee, Mr. Hulen C. Walker, Legislative Analyst of the American Foundation for the Blind for arranging this conference.

Other bills of interest which this committee has supported include H.R. 3605 introduced by Congressman Mills of Arkansas, to extend the Federal income tax exemption for blindness to a taxpayer supporting a blind person. Your committee has long supported this theory and will continue to work for its passage. The committee also joined with members of the American Association of Instructors of the Blind in support of H.R. 3136, a bill to broaden the benefits provided by the Federal government to blind students attending the public schools as well as residential schools. The Bill has been passed in the Senate and now awaits final action in the House, where it has Committee approval. (Editor's Note: The bill passed the House July 23 and the President signed it.)

Serious discussion was had by the committee of the 1954 amendments to the Randolph-Sheppard Act but it was decided that the committee should give first attention to securing passage of H.R. 6500 and make the survey provided under that bill. Then, the committee felt, would be time to prepare and support specific legislation dealing with problems of special interest.

Your chairman has enjoyed working with the committee and even though it seems we have accomplished very little in the past year, we do know that we have had excellent cooperation from many workers in the field and that without this support we would have accomplished even less.

At this time I wish to thank the members of the committee for their help and especially the vice-chairman who so ably represented your committee before two different Congressional committees. Further, I wish to thank the American Foundation for the Blind and specifically the staff of the Washington office for keeping us informed on activities in Congress and always being at our call to assist in every way to make this committee's work easier.

Respectfully submitted
Roy Kumpe, Chairman
George Keane, Vice-Chairman
M. Robert Barnett
Francis J. Cummings, Ph.D.
Paul Langan
W. Howard Patrem
Charles M. See
Alfred Allen—Ex Officio

(Motion to adopt, duly seconded and carried unanimously.)

REPORT OF ETHICS COMMITTEE

* FRANCIS J. CUMMINGS, Executive Secretary
Delaware Commission for the Blind, Wilmington, Delaware

It is three years now since your Committee on Ethics was handed the unenviable task of setting up a system of certification based on the recently-developed Code of Ethics. After our first year's experience, we came before you with certain suggestions and exhortations. The suggestions you generously adopted; the exhortations were heeded somewhat less generously. The suggestions were amendments to the Code growing out of our experience. The exhortations were directed toward those who had not made an effort to win the Seal of Good Practice and to others who, having once made the effort and being found out of conformity on some point, refrained from further striving.

But we can report that most of the *major* agencies for the blind in the United States and Canada have been awarded the Seal and are displaying it proudly. That there are some of our larger organizations that have not come in is indeed regrettable. The sometimes-heard remark that the Seal doesn't mean anything is even more regrettable. The Seal will mean much when all honestly-striving organizations working for the welfare of the blind have joined together under its aegis to crush with concerted indignation the rep-

* Visually handicapped.

rehensible doings of the exploiters of the blind, and the well-meant but harmful fumblings of the do-gooders. The certification of the American Medical Association would mean nothing if all medical people took the negative attitude referred to above. But the doctors respect it and heed it. When all of us will do likewise with regard to our Seal, then the efforts of your Ethics Committee will have borne good fruit.

This year we did run into a problem that sent us to the Board for resolution. As you know, the use of tincups, canisters and similar receptacles is not premitted to holders of the Seal of Good Practice. One applicant, however, though not violating this article of the Code directly, was accepting money from another group openly using such receptacles. We could see no difference insofar as the impression on the public was concerned between direct use and indirect use of the proscribed receptacles. The Board upheld our opinion on this point and gave general approval to our procedures. Thus sustained, we are now ready to plunge into another year's work.

I have asked the Secretary General to read to you at this time the statistical part of our Committee report.

SEALS OF GOOD PRACTICE AWARDS SINCE 1955 CONVENTION

Original

John Milton Society for the Blind
Arkansas Enterprises for the Blind
Connecticut Board of Education of the Blind
Pennsylvania Association for the Blind—Mercer County Branch

First Renewals

Cincinnati Association for the Blind
Kansas Division of Services for the Blind
The Seeing Eye
Guide Dogs for the Blind (California)
The Canadian National Institute for the Blind
Iowa Commission for the Blind
Allen County (Indiana) League for the Blind

Second Renewals

American Printing House for the Blind
American Foundation for the Blind
Braille Institute of America
Chicago Lighthouse for the Blind
Kentucky Workshop for the Blind
Cleveland Society for the Blind
Leader Dogs for the Blind
Pennsylvania Association for the Blind—Cambria County Branch
Colorado Division of Services for the Blind
New Hampshire Association for the Blind
Industrial Home for the Blind
Pennsylvania Association for the Blind—Blair-Centre Branch
Pennsylvania Association for the Blind—Harrisburg
New York Guild for the Jewish Blind
Cincinnati Association for the Blind
Minneapolis Society for the Blind

First Renewals—Pending

Vermont Division of Services for the Blind

Statistical Analysis of Seal of Good Practice Award Applications

	Applications Reviewed	*Pending*	*Approved*	*Not Approved*	*Expired*	*Not Expired*
Original Applications	50	-	39	11*	35	4
First Renewals	26	1	24	2**	17	7
Second Renewals	16	-	16	-	-	16
	92	1	79	13	52	27

*Withheld	4
Rejected—ineligible	5
Disapproved	2
**Withheld	2
Number currently in good standing	27
Pending—first renewal	1
Renewal withheld	2
Number lapsed (8 originals, 1 first renewals)	9
Total original approvals	39
First renewal approvals	24
Second renewal approvals	16
Total Approved	79

(Motion to adopt by Dr. Cummings, seconded by Robert Moore of Iowa, carried unanimously.)

REPORT OF BOARD OF CERTIFICATION OF HOME TEACHERS OF THE BLIND

ALFRED ALLEN, Secretary

Assistant Director, American Foundation for the Blind
New York, New York

We are pleased to offer for your approval the names of eight successful candidates who have satisfied all of the requirements for certificates granted by the American Association of Workers for the Blind to such home teachers of the blind as can meet the requirements adopted by this Association, and in so doing we wish to congratulate these successful candidates and to express the hope that they will devote themselves faithfully to the service of the blind. We also attach statistics covering certificates granted to date.

May we note in passing that this year's successful candidates constitute a numerically smaller group than for several years past. This may be explained in part by the fact that for some years would-be candidates have been waiting for the development of a correspondence course covering the requirement in the study of eye conditions, which has presented a problem for many candidates unable to find a means of satisfying this particular requirement. We are pleased to note that very considerable progress has been made by the Hadley School for the Blind in Winnetka, Illinois, in the matter of developing such an eye course in cooperation with Dr. Dorman, an ophthalmologist of repute in Seattle and in cooperation with the University of Chicago from whom it is planned to arrange for the necessary credit for students who satisfy the requirements of this course. We hope that before another convention comes around the course will be a reality.

Class I Certificates

Miss Alma Sue Cochran, Hackleburg, Alabama
Mr. Harold Thomas Johnson, Ferndale, Michigan
Miss Prudence Patterson, Binghamton, New York
Miss Regina Marie Porta, Wayne, Indiana
Miss Jean Schmaus, Ohaton, Alberta
Miss Edna Sorensen, Binghamton, New York
Miss Lena Sylvester, Detroit, Michigan
Miss Fernande Tremblay, Montreal, P. Q.

Since the first award of certificates in 1945 the Board of Certification has issued certificates as follows: Class I, 187; Class II, 10; Service, 52. Total 249.

The geographical distribution of certificates at the time they were awarded is as follows:

Alabama	4	
Arkanas	1	
Colorado	1	
Connecticut	6	
District of Columbia	1	(1 Class II)
Florida	3	(1 Class II)
Hawaii	1	
Illinois	6	(1 Class II)
Iowa	1	
Kansas	1	
Kentucky	1	
Louisiana	3	
Maine	1	(1 Class II)
Massachusetts	2	

Michigan	9	(1 Class II)
Minnesota	5	
Missouri	11	
Nebraska	1	
New Jersey	4	(1 Class II)
New York	17	
Ohio	11	
Oklahoma	1	
Oregon	3	
Pennsylvania	39	
Rhode Island	2	
Tennessee	4	
Texas	4	
Utah	6	
Virginia	2	
Washington	7	
West Virginia	1	
Wyoming	2	(1 Class II)
CANADA		
Alberta	1	
Manitoba	5	
New Brunswick	1	
Newfoundland	1	
Nova Scotia	1	
Ontario	20	(3 Class II)
Prince Edward Island	1	
Quebec	4	
Saskatchewan	1	
BRITISH WEST INDIES	1	
Total	197	(10 Class II)

Respectfully submitted,
Miss M. Roberta Townsend
Alfred Allen, Secretary

Dr. Berthold Lowenfeld, Chairman

(Motion to adopt, duly seconded, and carried unanimously.)

REPORT OF THE JOINT UNIFORM BRAILLE COMMITTEE

PAUL J. LANGAN, Chairman

Superintendent, Kentucky School for the Blind, Louisville, Kentucky

This will be the last of six reports presented to the Association since the authorization of this Committee in 1950. During these past six years your Committee has held nine meetings at various locations throughout the country from Quebec and New York in the east to Chicago in the west and Louisville in the south. It should be mentioned here that these meetings have been held without expense to the Association, though always at considerable personal sacrifice of time by the members. In addition, extensive correspondence has been carried on through the years with numerous agencies, printing houses, home teachers' groups, and individual braille transcribers and experts to determine the opinions from the field on the matter of code revision. More recently, the Chairman has been in frequent communication with the Chairman of the British Committee in the exchange of proposals and recommendations for the improvement and uniformity of braille usage ,and for the preparation of the agenda for a meeting of our two committees. A most complete and detailed account of the minutes of our meetings and a chronological file of our reports and correspondence has been kept by our hardworking secretary Miss Hooper.

This work has been a most exacting task on your Committee. The problems involved in revising the braille code to meet current reading needs have presented some very difficult decisions and compromises. The impossible job of trying to satisfy the individual likes and dislikes of all braille readers was soon most apparent to us. The thinking of many people has been incorporated into our proposals and our decisions in some critical matters have been based on your replies to questionnaires and correspondence. You perhaps will best remember the study made on the capital dot through the medium of The Reader's Digest last fall, which was written up in the March issue of The International Journal under the title of The Atomic Dot. This sampling of reader preference the Committee felt reached the best cross section of braille readers available in this country and would receive the widest possible response. Needless to say, we received immediate replies to all three variations applied in the

test and the total of negative answers gave us a positive position in the matter of retaining our present usage of capitalization.

At Houston and Batavia in 1954 a complete report of recommendations and proposals was presented to the membership of both Associations in ink print and braille pamphlets incorporating the work of the Committee since its appointment in 1950. This was a first draft and it brought from the field many more suggestions, comments, and inquiries to be formulated in the final report. The Committee also received from the AAIB and the AAWB resolutions of commendations, and the authorization to proceed to negotiate with the British Committee with the hope of arriving at a newly revised Code of Standard English Braille which would be a basic manual of uniform rules for transcribing and embossing braille in our two countries, and which might eventually serve as a fundamental guide for the uniformity of braille for all English speaking countries. Though the AAWB, the AAIB, the American Foundation for the Blind, and the American Printing House underwrote the cost of printing and embossing this report, the Associations made no provision for financing the proposed international conference with the British, in London. Credit, therefore, should be given here to the following agencies which have jointly contributed to make this meeting possible:

The American Association of Instructors of the Blind
The American Association of Workers for the Blind
The American Foundation for the Blind
The American Printing House for the Blind
The Braille Institute of America
The Canadian National Institute for the Blind
The International Journal for the Education of the Blind
The New York Jewish Guild for the Blind
The Library of Congress
The Perkins School for the Blind

With the completion of this work in London in August, the Committee will bring to an end six years of deliberations on what may prove to be one of the most significant contributions in our field for some years to come. Though the results and summary of the London conference will bring to a conclusion this phase of the study, the work will have to be continued for another year until the two Associations can act on the new Code Revision. This matter will therefore be presented to the 1957 meeting of the AAWB for approval. The AAIB last month authorized their Board of Directors to take action on the report to avoid delaying consideration until the 1958 AAIB meeting. It is most probable therefore that by this time next year, final determination can be made for the uniformity and stabilization of approved braille usage and interpretation for the presses and transcribers in this country. Again, I might give assurance here that in all of our discussions your Committee has given primary consideration to the ease, clarity, and readability of braille and we pledge to you that every caution will be taken to preserve our present basic system which has proven so satisfactory. We sincerely believe that the deletions, additions and modifications of our proposals will make for an improved system and eliminate the ambiquities with which our embossers and transcribers are burdened today for lack of proper interpretation of the present rules and code.

It must be brought to the attention of the Convention here that the Association should anticipate a further nominal expenditure to be shared with the AAIB upon the completion of the meeting in England for the printing and embossing of the new code book. As many of you may not know, it was a stipulation in the 1932 meeting that all copies of the present Standard English Braille Code book were to be printed in England, and even today are only available from the National Institute in London. It is the feeling of your Committee therefore, that in view of the greater need for such a manual in this country due to our many agencies, schools, transcribers and printing houses, that we should propose, recommend and authorize simultaneous printing and embossing of duplicate texts of the revision in both countries in order that requests for the Code here will not be delayed or dependent upon sending overseas to a single source of supply for our official manual. The cost of editing and publishing this booklet should not be great, however, and if sold for cost may actually pay for itself. However, our two national associations which have delegated this work should look forward to underwriting the final results to assure its circulation to the people

in the field concerned with the embossing and transcribing of approved and uniform braille for our readers and children in schools and classes.

I know the other members of the Committee join me in expressing to you our appreciation for your cooperation and patience in helping us carry out this difficult study. In our deliberations with the British Committee next month we shall at all times act in the best interests of our braille readers here in America.

Paul J. Langan, Chairman
Alfred Allen
Bernard Krebs
Robert Beath
L. W. Rodenberg
Marjorie S. Hooper.

(Motion to adopt, duly seconded and carried unanimously.)

REPORT OF RESOLUTIONS COMMITTEE

*ARTHUR L. VOORHEES, Chairman

Vocational Rehabilitation Specialist, Division for the Blind
Office of Vocational Rehabilitation, Department of Health, Education, and Welfare
Washington, D. C.

Your Resolutions Committee has sought to include in its report all resolutions presented to it which are consistent with the constitutional purposes of the AAWB and in harmony with the provisions of our Constitution and Bylaws. These have been carefully studied by your Committee and are presented for your consideration at this time. The Resolutions Committee would wish it understood that this report includes a request that our Secretary-General inform the appropriate people, organizations and agencies of the sentiments of this convention as expressed in these resolutions, according to his usual good judgment.

Resolution 1

We have had a delightful convention. Seldom in the past have people and circumstances been so happily and fortuitously contrived, as on this occasion of our 30th convention, with such success as has marked this convention as a high point in our forward march along the highway to those bright horizons for the blind toward which we all turn our faces.

We are sincerely and profoundly grateful to a great many organizations and people for the many ways in which they have had a part in assuring this rewarding and fruitful conference. We here record our thanks to all of them, and at the same time our apologies to any whose names inadvertently may have been overlooked.

To the Braille Institute of America; its Trustees; its founder, vice-president, and general manager, Mr. J. Robert Atkinson, and to Mrs. Atkinson; to Mr. Alan T. Hunt, assistant manager; Mr. J. Milton Johnson, director of social service; Mr. Scholen Bangs, assistant to the director of Public relations; Mrs. Freida Delawarte, Mrs. Elsie Gruber, Miss Betty Handley, Mrs. Louise Hastings, Miss Hilda Maune, and Miss Lucille Parker—all of the staff of the Braille Institute of America, who in their capacities as representatives of the host organization for this convention have given so thoughtfully, unsparingly, and generously of themselves and of the resources of the Braille Institute of America in providing for our every comfort and happiness.

To Donald Blyth, Los Angeles District Supervisor, California State Bureau of Vocational Rehabilitation; George A. Brown, Manager, Los Angeles Center, California Industries for the Blind; Mrs. Lillian O. Benjamin; Mrs. Grace Carpenter; William E. Goetze; Mrs. Eva Lewis, Miss Bernece McCrary, Supervising Field Worker for the Blind, State of California; Miss Pauline M. Thompson; Mrs. Eleanor G. Symington; the Junior League of Los Angeles, Services for the Blind; and to the United Voluntary Services, who as members of the Host Committee have so magnificently supported the efforts of the Braille

* Visually handicapped.

Institute of America at this convention and with such happy results.

To the Boy Scouts and Girl Scouts of Los Angeles and to their leaders, who have so politely, cheerfully and effectively provided such invaluable guide services to so many of our members throughout the week.

To the management and entire staff of the Los Angeles Statler, and particularly to Mr. Harry Lewis, Assistant Sales Manager, for the innumerable ways in which they have so thoughtfully, courteously and efficiently served us in those creature comforts which have created in this magnificent hotel the friendly atmosphere of "a home away from home."

To our Program Committee and to the host of distinguished speakers whose combined talents have provided for our future encouragement and guidance such a rich heritage of accomplishment.

And finally to our officers and committees without whose untiring efforts no such convention as this, attended by such gratifying success could have been made possible.

To all our everlasting thanks and appreciation. We salute you!

Resolution 2

Be it resolved that the AAWB express its appreciation to Lions International for its growing support of work for the blind and in particular for its efforts to provide increased income for blind workers through the sale of blind-made products in accordance with those standards which are set forth in the Code of Ethics of the AAWB.

Resolution 3

Be it resolved that the AAWB, in convention assembled in Los Angeles, express its appreciation to the American Foundation for the Blind for its activation of the Survey made of Personnel Standards and Practices in Services for the Blind, and record its hope that such studies and reports will continue to be made and

Be it further resolved that the AAWB express its appreciation to the Office of Vocational Rehabilitation and to the United States Department of Labor for the contribution they have made through the submission of reports by Dr. Margaret Plunkett and

Be it further resolved that the American Foundation for the Blind be urged to continue to lend its resources and personnel to the interpretation and evaluation of the Survey made by the United States Department of Labor, to the end that the results may be of practical value to public and to private agencies in their efforts to serve the blind in the most effective manner possible.

Resolution 4

Be it resolved by the American Association of Workers for the Blind in convention assembled this 13th day of July, 1956 at Los Angeles, California, that this Association recognize the need of intensified effort to enlarge employment opportunities for the blind and the deaf-blind to the end that more blind and deaf-blind men and women may achieve independence and self-support;

And be it further resolved that this Association urge its members and all other persons interested in the rehabilitation of the blind further to extend themselves in securing expansion of employment opportunities for the blind and to use boldness and imagination in seeking out and opening new fields of employment for the blind in every posible competitive pursuit in the professions, trades, common callings, agriculture, and commerce.

Resolution 5

Whereas professional placement is lagging behind other types of placement, largely due to lack of information concerning the methods by which blind persons solve problems associated with professional work;

Be it resolved that efforts be made by the Office of Vocational Rehabilitation, the American Foundation for the Blind, and by State Agencies, to collect, integrate and distribute such information to rehabilitation services.

Resolution 6

Whereas, Dr. Herbert R. Stolz, Deputy Superintendent of the California State Department of Education, during the course of his long and distinguished career, has made a profound professional imprint upon the education and welfare of blind people in all walks of life; and

Whereas Dr. Stolz now approaches the eve of his retirement after a life spent in unselfish dedication to his fellow-man;

Be it resolved that the AAWB express to Dr. Stolz its sincere and grateful appreciation

and its best wishes for many rich and rewarding years ahead.

Resolution 7

Whereas, since the adoption by this Association of a Code of Ethics, in 1953, to govern the award to complying agencies of the Seal of Good Practice of the AAWB, relatively few agencies for the blind have received this Seal of Good Practice;

Be it resolved that the President of the AAWB be requested to consider the appointment of a Committee to make a study of this situation and report its findings to the next annual convention of the AAWB.

Respectfully submitted,

Arthur Voorhees, Chairman
Byron Smith
Dr. Berthold Lowenfeld
Mrs. Kathryn Barkhausen
Maurice Tynan

(Resolutions 1 through 6 were unanimously voted, en bloc. Following discussion, an amendment proposed to Resolution 7 was defeated and the Resolution adopted.)

BUSINESS MEETINGS
MINUTES AND SPEECHES

At the first of two Business Meetings held during the convention, the first on Thursday morning, July 12th, the larger part of the time available was set aside for further discussion in respect to the position to be maintained by the AAWB in the matter of its views on a program of adequate economic provisions for blind people. Preliminary discussions on the subject were held during the 1955 convention in Quebec City, at which time it was agreed that no action would be taken until the 1956 convention, when possible recommendations might be proposed for the consideration of the membership.

This year's discussion began with remarks by Dr. Francis J. Cummings, followed by a motion to adopt a Resolution which appears below. These were followed by remarks by Mr. Peter J. Salmon, who seconded the adoption of the Resolution above-mentioned. Both Dr. Cummings and Mr. Salmon are respected Past Presidents of the AAWB, and both have served as Chairman of the Legislative Committee of the AAWB. Each has had long and great experience in dealing with the problems surrounding adequate financial assistance to the needy blind, Dr. Cummings as Administrator of a State Program of Aid in his capacity as Executive Secretary of the Delaware Commission for the Blind and Mr. Salmon in his capacity as Director of one of the country's largest city-wide private agencies serving the blind in Brooklyn and throughout Long Island, and to whom a large number of clients turn for assistance and advice. Both are blind and both are considered ardent champions of the rights of the blind. Their speeches in support of the Resolution appear below. The Resolution itself reads:

Resolution

"BE IT RESOLVED That we the members of the American Association of Workers for the Blind in Convention assembled in Los Angeles on this twelfth day of July, 1956, do hereby reaffirm our belief that faith in the dignity of the individual and his fundamental rights requires that public funds should be available to assist adequately each needy blind person, and that the amount and nature of the aid provided should be such as to enable the blind individual to maintain a standard of living compatible with that of the community in which he lives. We pledge untiring sponsorship of constructive legislation for the rehabilitation of the blind; and especially pledge our every effort toward the retention of Title X of the Social Security Act and its continuing liberalization to the end that the blind may achieve economic competency without the indignity of pauperism or unwholesome segregation, but rather with a sense of full participation in democratic community living."

Following the seconding of the Resolution the meeting was thrown open for discussion from the floor and a lively and animated discussion followed, with participation of 17 different members with differing views in respect to the most acceptable manner in which to provide financial assistance to the blind. Views varied widely, from that of a

member who feels that financial grants cannot help but tend to discourage rehabilitation and self-reliance, to the views of others who believe that the means test should be eliminated altogether and financial grants be made on the basis of blindness per se. Others advocated the incorporation of a stated minimum grant of $60 monthly, others recommended other minimum figures, and other conditions which in the view of a large number of others would tend to freeze benefits at a minimum rather than permit that flexibility necessary if the individual needs of individual blind people are to be best served. Several amendments to the Resolution were proposed and put to a vote and each was in turn overwhelmingly defeated.

At the end of nearly two and a half hours of discussion, the original Resolution was put to a vote and carried overwhelmingly with but a few dissenting voices heard. The President then announced that the Resolution had carried and would now become the official public policy of the AAWB, in the matter of the Association's position on Public Assistance for blind people.

Dr. Francis J. Cummings, Chairman of the Ethics Committee, then presented the Report of the Ethics Committee (See section on Reports of Committees) and this was duly adopted.

A second Business Meeting was held on the morning of Friday, July 13th. At that meeting the following Constitutional Amendment was presented, the same having been duly circulated to the membership more than 30 days earlier, as required in the Constitution. The purpose of the amendment is to permit the payment of Life Membership Dues over a four-year period instead of in a lump sum ($100).

CONSTITUTIONAL AMENDMENTS

BYLAWS—Section 2 (b). DUES

Upon payment at any time of the sum of $100 cash, in full, or in minimum installments of $25 each paid at no longer than twelve (12) month intervals, any person otherwise eligible for membership may be enrolled as a Life Member, with all membership privileges and without further payment of annual dues. In the event of any lapse in the payment of installments, all installments paid shall be applied as advance payments of annual dues for as many years as the payments made can be so applied, beginning with the membership year in which the first installment was received. No refunds of installment payments shall be made.

Upon motion of Mr. Stanley Wartenberg, seconded by Mr. Irving Selis, the amendment was voted unanimously.

The customary reports of Committees then followed, including those by the Board of Directors, the Auditing Committee, the Necrology Committee, the Legislative Committee, the Board of Certification of Home Teachers, the Braille Committee, the Recreation Committee, and the Resolution Committee. All of these reports appear elsewhere.

Election of Member to Ethics Committee

As is required Annually, the membership was asked to nominate and elect a member to serve for a five-year term on the Ethics Committee, to succeed Mr. Alfred L. Severson whose term had expired and who had indicated that he would not be able to continue to serve. Upon the nomination of Mr. Peter J. Salmon of Brooklyn by Colonel E. A. Baker, seconded by Mr. Calvin S. Glover, and the motion of Mr. Philip N. Harrison to close the nominations, the convention voted unanimously so to do, and there being no further nominations, Mr. Salmon was declared duly elected to serve as a member of the Ethics Committee for a five-year term.

Invitations for 1958

The Secretary-General reported the receipt of invitations to hold our 1958 convention in Baltimore, (extended by the Maryland Workshop for the Blind); Philadelphia, (extended by the Pennsylvania Association for the Blind, and supported by a large number of Pennsylvania agencies serving the blind); Buffalo, (extended by the Buffalo Association for the Blind); New York City, (extended by the Greater New York Council of Agencies for the Blind); New Orleans, (extended by Mayor and local organizations but without any spokesman representing an organization for the blind); Little Rock, (extended by Arkansas Enterprises for the Blind); and Cincinnati, (extended by the Cincinnati Association for the Blind).

Spokesman for each inviting group were invited to present their claims and the invi-

tation from Cincinnati was thereupon withdrawn and that of New Orleans unsupported and thus disregarded. The convention then expressed its desire to vote on the others and by a process of elimination until one city had received a clear majority of all votes cast. Two ballots were required for Philadelphia to be given a majority vote whereupon the President announced that the Association would accept the invitation from that city to meet there for its 1958 convention.

New Business

Mr. Irving Selis of New York moved that at future conventions, the Program Committee be instructed to provide an equal distribution of time between formal speeches and discussion from the floor. Sundry other proposals were made concerning the provision for adequate time for floor discussion after which Mr. Selis withdrew his original motion, as did others offering amendments, and moved that the Program Committee be requested to provide at least one hour of discussion time at each General Session of all future conventions. Duly seconded, the motion was carried unanimously.

Mr. Raymond M. Dickinson of Chicago then spoke briefly and extended an enthusiastic welcome to all members to journey to Chicago for the 1957 convention, assuring all of the welcome and hospitality to be expected from all who were joined in extending the invitation which was accepted at the 1955 convention.

There being no further business President Clunk adjourned the 1956 convention until the 31st convention at the Hotel La Salle, Chicago, Illinois, opening Sunday evening July 7th and adjourning on Friday July 12th.

—A. A.

ASSOCIATION POLICY ON AID TO THE BLIND

* F. J. CUMMINGS, Ph.D., Executive Secretary
Delaware Commission for the Blind, Wilmington, Del.

Over the years the AAWB has stood for and fought for the provision of adequate financial aid to blind people lacking sufficient income to defray the cost of living according to the standards of the communities in which they happen to live. As far back as 1929, at the 13th convention of our Association held in Wawasee, Ind., a committee was set up to prepare recommendations for a program of adequate assistance to the blind. This committee brought in a very fine report at the 14th convention in New York City. The then president of the Association and chairman of the Committee on Adequate Relief was none other than our distinguished colleague, Mr. Calvin Glover, Executive Director, The Cincinnati Association for the Blind, currently chairman of our Committee of Past Presidents set up at the Quebec convention a year ago.

The Committee held that financial aid to needy blind people, from whatever source obtained, should be adjusted to the requirements of the individual "as determined by the best scientific and social judgments of the standards in the community in which the blind person lives, rather than given in fixed or flat-rate amounts." The report defines "static relief" and "constructive relief," and the definitions correspond roughly to what we today would call "aid to the blind" and "vocational rehabilitation." It was recognized then as now that those blind people who can be retained and placed in remunerative employment should be provided all services necessary to the attainment of this happy end. The Committee report further underlined that *adequate* financial aid should be given to those not able to work, not just *subsistence* funds. We will certainly say amen to this view.

All this, you see, was before the advent of the Social Security Act. Later, when this epoch-making piece of legislation was under consideration, the AAWB in its battle for recognition of the needs of blind people was joined wholeheartedly by the American Foundation for the Blind under the dynamic leadership of its esteemed director, Robert B.

* Visually handicapped.

Irwin. Title X was insisted upon and included in the Act, but only after much slugging and in-fighting. Still later the recognition of the special status of the blind in the Barden-La-Follette Act was another achievement of this wholesome collaboration of our Association and the Foundation. A word of tribute must be inserted here to the great work of Robert B. Irwin; for no one championed the cause of the blind before Congress more and more effectively than did he.

Today, the pioneer work done, it is perhaps time for us to restate our point of view in the matter of adequate, constructive aid to the blind, whether that aid be in the form of money grants, or vocational rehabilitation, or other services. Where there is a need among our people, it should be met and it should be met adequately, nay, generously.

But it is the *real* needs of blind people that should be met by public assistance. There should be no unscientific and, indeed, unfair lumping of the "needs of the blind" into one handy package on the theory that a stated amount of money will take care of each and every blind person. No, here as in every other aspect of democratic living, individual differences must be sedulously taken account of. Special needs of any blind person, needs contingent on blindness and not usually present in the case of a non-blind aid recipient, must, of course, be dealt with in allotting aid grants. But is it not true that even these "special needs of the blind" will differ in every case in accordance with such factors as community standards, family or lack of family setup, age, health, mobility, interests, etc., etc.? Thus, a bedfast blind person will require none of the extra funds for taxis or guide service or the usual gratuities, but he may require more funds for other items, health care, for instance.

Similarly, there are those blind people whose needs contingent on blindness would be greater than in most cases. A door-to-door salesman might need frequent guide service; a struggling writer or composer might require the collaboration of readers and secretaries; a person living at difficult travel distance from public transportation might require more than the ordinary amount of taxi service. And there are many other examples.

It would seem clear, then, that if blind people are to be dealt with justly in the matter of public assistance, allowances based on the requirements of each individual must be made. Any all-inclusive flat-rate grant would be patently inequitable.

But in addition to the inequity of such flat-rate grants, there is another factor that renders them undesirable, viz., the conditioning of the public mind to the idea that the giving of money discharges all social obligations to the blind. Have you not heard well-meaning citizens declare that what the blind need and should have is a generous pension. Presumably, they are convinced that such a pension, amount indefinite but always large, will solve all the problems of blindness. Their "guilt complex" suggests this simple panacea, first, because it costs them nothing *directly;* second, because they are unconsciously sure that one more troublesome item is out of the way. Money does it. Of course man lives on bread alone—especially the blind man. But he should eat his bread unobtrusively, with due thanks and no recriminations.

This complacency in the public mind militates against the achievement of many rightful aspirations of blind people that have no relation to direct financial assistance. I have myself, when approaching employers with a proposition related to the hiring of qualified blind workers, been told that said employers have every sympathy with blind people and a clear conception of the horror of their benighted condition. Somebody they knew was blind—grandmother, first cousin twice removed, or some remote neighbor. But they quickly add that they are already acquitting themselves of their freely recognized obligation to help those less fortunate than they: they send regular donations to—let's see, what is the name of that organization? And they ferret in their papers, ring for the secretary, and eventually discover that it is the *Benevolent Society for Providing Cheer to the Unseeing* (the word "blind" is, of course, taboo), or some other equally well-known and effective confraternity. Anyway, they have given money; and that's the way you make life pleasant for the handicapped. So they're glad you stopped in but suggest you try farther down the road. Of course you don't try farther down the road quite so readily; you keep working on the gentleman in front of you. But you have a formidable wall to beat down before you can make progress.

Let us, then, support every *rightly-directed* effort to increase needed services to the blind;

all services, financial where the need is for money, but other than financial where money is not the cure. The need must be met qualitatively as well as quantitatively. Where vocational counseling and guidance followed by selective placement can do the trick, let's see that the blind person gets them. Where it's education or remedial eye care, or adjustment training, or personal counseling, or family counseling, or other services that are needed, let's see that they are forthcoming. Need is the basis for every service we render. Where no service is needed, we should not presume to invade the privacy of an individual simply because he happens to be blind.

This, ladies and gentlemen, is the time honored stand of our Association, and in the belief that it is time to restate it, I offer the following resolution:

"BE IT RESOLVED That we, the members of the American Association of Workers for the Blind, in convention assembled at Los Angeles on this twelfth day of July in the year one thousand nine hundred and fifty-six, do hereby reaffirm our belief that faith in the dignity of the individual and his fundamental rights requires that public funds should be available to assist adequately each needy blind person, and that the amount and nature of the aid provided should be such as to enable the blind individual to maintain a standard of living compatible with that of the community in which he lives. We pledge untiring sponsorship of constructive legislation for the rehabilitation of the blind; and especially pledge our every effort toward the retention of Title X of the Social Security Act and its continuing liberalization to the end that the blind may achieve economic competency without the indignity of pauperism or unwholesome segregation, but rather with a sense of full participation in democratic community living."

REMARKS

*** PETER J. SALMON, Executive Director**

Industrial Home for the Blind, Brooklyn, New York

Mr. Chairman:

I second the Resolution offered by Doctor Cummings. In doing so, I would like to add the following considerations.

Blindness constitutes a handicap of a nature requiring a specialized approach in dealing with it. Father Thomas J. Carroll calls blindness a multiple handicap, and so it is. Blind persons comprise a fractional percentage of the general population and so fall into one of the so-called minority groups. The onset of blindness occurs largely among the middle and older age groups in the general population. Some estimates indicate that 60% of blind persons are 50 years of age or older, and that 50% of all blind persons are 65 years of age or older. Presently, because of the impact of Retrolental Fibroplasia, close to 10% of the blind children—20 years of age or under—but this estimate is bound to reduce in the immediate years ahead because of the control of R.L.F. We find remaining in the generally accepted employment age group possibly 30% of blind persons—a percentage that is probably too high, if anything, because of numbers of blind individuals who are not susceptible to vocational training and employment. Such individuals include housewives, blind persons with other handicaps perhaps more limiting than blindness itself in so far as employment is concerned. One of these handicaps is the age factor, because of the prevalent attitude of employers today which looks askance at any one, sighted or blind, 40 years of age or older. In citing these rather generalized percentages, it is far from my intention to disparage adequate vocational training and employment opportunities for those blind persons who can and should profit from them. On the contrary, I strongly urge continued and renewed efforts on behalf of all concerned with respect to broadening these employment opportunities through the kind of specialized counseling and training which has been developing in recent years through the expanded Vocational Rehabili-

* Visually handicapped.

tation programs, also because of the newer but growing concept that is looking toward complete rehabilitation, without lessening the importance of vocational rehabilitation itself, but which seeks rather to underpin it and improve and enhance it.

Experience over the years has amply demonstrated that the economic provisions for the blind can best be obtained in the first instance, and can be more fairly implemented in serving the blind when they are contained in specific legislation relating to the blind, when they are carried forward by those whose training and experience qualifies them to understand the blind and to deal with them sympathetically but practically, also whose enthusiasm and belief in the blind enables them to surmount the many problems inherent in breaking through the barriers of lack of understanding on the part of the public generally. Also such qualified persons should be in a position to help overcome the obstacles so often presented by unadjusted blind persons themselves and who can find ways and means to work out a meeting ground where the blind person, after successful rehabilitation, assumes his original place in the community—in a community where he hopefully will be accepted as a person.

It is unfortunate to have to admit that approximately one-third of all blind persons are receiving public assistance. It is of equal concern that such assistance is based on need. On the other hand, need constitutes the basic reason why public funds are provided—not blindness per se. Need, with its admitted shortcomings in actual operation, provides a sounder basis to build on them any flat pension plan suggested.

I believe the AAWB should continue to support assistance based on need and should continue to work also for a less rigid application of tests of need, which require time and money in cost of investigation out of proportion to budget amounts provided. Incentive for gainful employment should continue to be our goal with public provisions provided so as to stimulate and encourage employment to all extent possible.

Disability insurance under the Old Age and Survivors Insurance plan is of the utmost importance to the blind, and the benefits for those in covered industry should begin immediately at the onset of blindness whenever this occurs.

In commending the specialized opportunities suggested in the foregoing, we seek only to equalize such opportunities for the blind in a world not geared to blindness. The blind have amply demonstrated that they are willing and anxious to do their full part in working out a solution to the problems brought on by blindness, and seek to do this not in isolation or apart from the realities of life, but in an atmosphere of opportunity and understanding that is conducive to helping this group of handicapped individuals to find their place back in the community, each according to his ability, to his social status or perhaps only to his liking.

MISCELLANEOUS

BREAKFAST MEETING OF MEMBERS

On the morning of Tuesday, July 10th, 103 members gathered for breakfast, and to obtain first-hand information respecting the 1956 New Member Campaign. Miss Patricia Stone, Chairman of the Membership Committee, reported that as of June 30th, we had enrolled 435 new members and that the total membership stood at 1320. She reported that the Board of Directors had authorized three prizes, to go to State Chairman who in designated population groupings had succeeded in enrolling the most new members by June 30th, the prizes to take the form of $25 credits toward Life Membership in the AAWB. She announced that among the States with populations of under one million, the winning State Chairman was Miss Catherine Manning of Delaware with 10; in States with a population between one and four millions, the winner was Mr. Grady L. Weaver of Tennessee with 59, and in States with a population exceeding four millions, the winning State Chairman was Mr. James E. Roderick of Altoona, Pennsylvania with a total of 111. The Awards were presented by President Clunk, to Mr. Roderick personally and to the others in absentia.

The members were then addressed by Dr. W. H. Lord of State Teachers College of Los Angeles, and adjourned their meeting at 8.55 a.m.

—A. A.

PROGRESS REPORT OF WORLD COUNCIL FOR THE WELFARE OF THE BLIND

At a General Session on Thursday afternoon, July 12, Colonel E. A. Baker of Toronto, President of the World Council for the Welfare of the Blind, referred briefly to the progress of the World Council, and promised to furnish a written report of its activities, to be included in the convention Proceedings. The report follows:

During the last year a number of developments in the international area of service to the blind have occurred, particularly with regard to the work of the World Council for the Welfare of the Blind. At the time of the AAWB meeting in Quebec City, the World Council was in process of setting up a number of new committees charged with responsibility for advising the Executive Committee as to action that should be taken or urged by the Council in certain specific service areas. As a result of these negotiations and in the light of earlier decisions under the terms of

which WCWB had granted consultative status to the International Conference of Educators of Blind Youth and the World Braille Council, consultative or standing committees are now functioning in the areas of education, braille, technical appliances, professional and urban employment, rural activities, prevention of blindness and special problems of the deaf-blind. All these committees are international in membership, the chairman and members in each case having been named because of their ability to contribute outstandingly to the specialized work of each group. You will be interested to know that members of the United States delegation to the World Council and other outstanding American members of the AAWB serve on a number of WCWB committees. Your distinguished President, Mr. Joseph F. Clunk, is Chairman of the Committee on Professional and Urban Employment; Mr. Alfred Allen, your Secretary-General, is a member of the Executive Committee; Mr. Peter J. Salmon is Chairman of the Committee on Services to the Deaf-Blind; Dr. Gabriel Farrell serves as Honorary Chairman and Mr. Edward J. Waterhouse as Associate Secretary of the Consultative Committee on Education, of which Mr. Finis Davis is a member; Mr. M. Robert Barnett is a member of the Executive Committee and of the Committee on Technical Appliances; Mr. Louis W. Rodenberg is a member of the Consultative Committee on Braille.

In October of 1955 the World Council joined with the American Foundation for Overseas Blind and a strong Japanese committee in organizing the first Far East Conference on Work for the Blind which was held in Tokyo. A number of prominent workers for the blind from the United States attended as speakers and observers, contributing substantially to the work of the Conference, whose official delegates were drawn from 11 Asian countries. The proceedings of that Conference have now been published and are of great significance to all who work for or are interested in the initiation of more adequate services for the prevention of blindness and the education and rehabilitation and general welfare of the blind in an area that contains some four-fifths of the world's blind population. The desire for close co-operation between the countries of the region on matters of common interest, together with a sincere wish for world-wide unification of effort was expressed in a Conference Resolution which urged the creation of a standard committee on Far East, South and Southeast Asia Affairs by the WCWB. This request was reviewed by the World Council Executive Committee which met in London during May of this year, and it was unanimously agreed to create such a committee under the chairmanship of Mr. Kingsley Dassanaike of Ceylon, who has served as vice-chairman of the Tokyo Conference and whose agency will, incidentally, serve as the hosts to the World Council Executive Committee when it next meets in 1958.

During the London meetings of the Executive Committee, many matters of international concern were discussed. Of particular interest to this association, membership of which is open to those interested in work for the blind throughout the Americas, was a request to recognize a proposed Pan-American Council for the Blind, the creation of which was discussed at the Pan-American Congress of the Blind which met in Lima earlier this year. While all members of the Executive Committee wish to give all possible encouragement to the development of regional activities, it was apparent that further discussion was required in order that recognition granted to any regional group would be of such a kind as to satisfy the World's Council's Constitutional requirements.

It is hoped that conversations to that end will take place between the representatives of certain Latin American countries, the Secretary-General and myself within the next few weeks. Naturally, the officers of AAWB and other US organizations associated with the World Council would be kept fully informed of any proposals for a Pan-American organization, membership of which is open to organizations for the blind or individuals in the US.

After receiving the reports from the Chairmen of all Standing and Consultative Committees, the Executive Committee in London authorized certain action to be taken mainly towards the compilation of complete and accurate data which is very often a necessary prerequisite towards the preparation of well-founded recommendations for action. Throughout the discussions, however, great stress was put on the need for simplification of such questionnaire as must be circulated.

Thus, while some of you may expect to receive in coming months requests for information from World Council Committee Chairmen, we shall endeavor to ensure that your valuable time is conserved as much as possible. In return, it is hoped that all who may be approached will co-operate to the full in the knowledge that the requested information is required for a specific purpose and will be used as a basis for better services in many parts of the world.

The World Council Executive Committee has been informed by many member countries that motion pictures dealing with the operation of services for the blind could be used to great advantage in the training of prospective workers for the blind and for the education of the public, with regard to the special capabilities and problems of the sightless. As a first step towards satisfying this need, the World Council has now completed the compilation of a World Catalogue dealing with prevention of blindness and work for the blind and providing details of all films known to us. This catalogue will have wide distribution and may result in the receipt of requests for such films on loan, sale or rental by organizations for the blind in the US and Canada.

In April of this year the WCWB joined with the World Veterans Federation in sponsoring a European Seminar on the Rehabilitation of the Blind in which UN and ILO also participated. Representatives of 17 European countries took part in the two-week Seminar in the UK and all expressed profound appreciation to the several British agencies for the blind, headed by the Royal National Institute for the Blind and St. Dunstan's, who served as local organizers and whose service programs were visited and studied by the delegates. A significant summary of conclusions was issued at the ending of the Seminar, these conclusions serving as a blueprint for the operation of future programs within those European countries that attended. The World Council, through its several committees, will use its influence towards gaining governmental and public support for the programs as outlined in the summary.

Great international activity continues to surround the area of braille. The World Council's Braille Music Secretary, appointed at the conclusion of the 1954 International Conference on Braille Music, is making steady progress towards the preparation of a revised international braille music manual. All who come into contact with this matter realize its many complexities and are aware that musicians and transcribers who have used divergent forms of presentation in different countries for many years, do not happily change the practices of a lifetime in order to meet views expressed by musicians in other lands. Nevertheless, considerable progress has been made and the Council has arranged for Mr. Louis W. Rodenberg, Dr. Alexander Reuss of Germany and Mr. Harry Victor Spanner, the Council's Braille Music Secretary, to confer in London next month in an effort to iron out some of the difficult problems that remain.

The ICEBY, which serves as a World Council Consultative Committee, is now completing arrangements for the 2nd International Conference of Educators of Blind Youth which will be held in Oslo, Norway from August 2 through 10, 1957. Full details of the Conference program will shortly be issued, it being desired that the Conference will give special attention to important matters surrounding the education of blind youth which could not be discussed or for which insufficient discussion time was available during the first Conference held at Bussum in 1952. The Organizing Committee has ruled that the size of official national delegations should correspond with those permissible under the Constitution of the WCWB. Thus, the United States will be entitled to name six official delegates and Canada will name two. It is anticipated, however, that some provision will be made for interested individuals who may wish to attend as observers. Further information may be obtained from Mr. Edward J. Waterhouse, Perkins School for the Blind, Watertown, Massachusetts.

Mention has already been made of the Proceedings of the 1955 Conference on Work of the Blind. In addition, the Proceedings of the 1954 Pan-American Conference on Work for the Blind and Prevention of Blindness and the 1954 World Assembly of the WCWB have also been published during recent months. These three publications represent an important accumulation of information concerning work for the blind throughout the world, and contains many papers by outstanding individuals which would be invaluable to all who seek to keep abreast of mod-

ern trends in other countries as well as our own. All three are reasonably priced and any persons interested in obtaining copies may do so by contacting the Secretary-General of the World Council for the Welfare of the Blind, Mr. Eric T. Boulter, at 22 West 17th Street, New York.

REGISTRATION STATISTICS

	Members	*Visitors*	*Total*
Alabama	3	—	3
Arizona	—	1	1
Arkansas	9	4	13
California	79	120	199
Colorado	2	—	2
Connecticut	3	4	7
Delaware	4	—	4
District of Columbia	9	2	11
Florida	4	—	4
Georgia	5	1	6
Idaho	—	—	—
Illinois	13	4	17
Indiana	4	1	5
Iowa	3	1	4
Kansas	10	2	12
Kentucky	5	1	6
Louisiana	1	—	1
Maine	—	—	—
Maryland	1	1	2
Massachusetts	3	4	7
Michigan	3	3	6
Minnesota	2	1	3
Mississippi	1	—	1
Missouri	12	4	16
Montana	3	—	3
Nebraska	1	—	1
Nevada	—	—	—
New Hampshire	1	—	1
New Jersey	2	1	3
New Mexico	3	3	6
New York	36	8	44
North Carolina	30	14	44
North Dakota	—	—	—
Ohio	11	2	13
Oklahoma	2	2	4
Oregon	7	—	7
Pennsylvania	22	1	23
Rhode Island	1	—	1
South Carolina	—	—	—
South Dakota	1	1	2
Tennessee	2	1	3
Texas	8	5	13
Utah	9	5	14
Vermont	1	—	1
Virginia	5	2	7
Washington	2	1	3
West Virginia	1	—	1
Wisconsin	1	1	2
Wyoming	2	1	3
Canada	16	7	23
Totals	343	209	552

CONSTITUTION AND BY-LAWS
CODE OF ETHICS

CONSTITUTION AND BY-LAWS
OF
AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

Adopted July 8, 1947, at Baltimore, Maryland
Amended July 22, 1949, at Boston, Mass.
Amended July 14, 1950, at Salt Lake City, Utah
Amended July 17, 1953, at Washington, D. C.
Amended July 13, 1956, at Los Angeles, California

ARTICLE I

Name

This Association shall be known as The American Association of Workers for the Blind.

ARTICLE II

Purpose

The purpose of this Association shall be to render all possible assistance to the promotion of all phases of work for, and in the interests of, the blind and to the prevention of blindness throughout the whole of the Americas, the Territory of Hawaii, and the insular possessions of the United States.

ARTICLE III

Membership

Section 1. All persons in the Americas, in the Territory of Hawaii and in the insular possessions of the United States interested in the welfare of the blind or in the prevention of blindness shall be eligible to membership in this Association. Every applicant for membership shall be approved by two members of the Association in good standing.

Section 2. The membership of the Association shall be classified into the following groups:

a. Executive heads of agencies doing city-wide, county and local work for the blind, executive heads of workshops and industrial homes for the blind, and executive heads of homes for the blind.
b. Rehabilitation specialists, placement agents and field officers for the blind, except those engaged in business enterprise or stand programs.
c. Home teachers and social workers other than home teachers engaged in work with the blind.
d. Lay and non-professional group. (This group shall be composed of persons employed in work for the blind or prevention of blindness on a non-professional level, and any other persons interested

though not employed in work for the blind or prevention of blindness.)

e. Executive heads of any Commission or Association doing statewide work for the blind.
f. Executive heads of national agencies for the blind and professional staff members.
g. Executive heads of residential and day-school classes for the blind, and teachers in residential and public-school classes for the blind.
h. Librarians for the blind. Administrative heads of publishing houses for the blind and all others engaged or interested in publishing for the blind in any process.
i. Business enterprise and stand specialists.

Section 3. Persons may be elected to honorary membership in the manner provided in the By-Laws.

Section 4. Any member may be declared to be not in good standing by a two-thirds vote of the members of the Association present and voting at any meeting, annual or special, or by a two-thirds vote of the Board of Directors, for cause, of which evidence has been presented, which the Association or Board of Directors deem to be sufficient; and such members may be reprimanded, deprived of privileges of membership, suspended, or permanently dismissed, as may be determined by a two-thirds vote of those present and voting.

ARTICLE IV

Officers

The officers of the Association shall consist of a President, a First Vice-President, a Second Vice-President, a Secretary-General, and a Treasurer, all of whom shall be elected for a term of two years by the members of the Association in good standing. Voting shall be by means of a standing vote and the members shall remain standing until counted. In the event of a contest for the election of any officer, voting shall be by secret ballot, in any manner prescribed by the Board of Directors. The election shall take place not later than four o'clock in the afternoon on the next to the last day of the meetings in odd-numbered years, and said officers shall assume their duties at the conclusion of business on the last day of the meeting at which they are elected. An elected President shall not be eligible to succeed himself.

ARTICLE V

Board of Directors

Section 1. There shall be vested in a Board of fifteen Directors the authority to govern this Association by directing its policies and operations in all matters relating to the purpose for which it has been formed.

Section 2. The Board of Directors shall be composed of the elected officers of the Association, the immediately surviving Past President of the Association, and one member from each of the nine groups set forth in Article III Section 2 hereof, who shall serve for four years, except that the Directors elected from the groups set forth in Article III, Section 2, Sub-sections a through d, shall be continued for two years, with all subsequent elections for a term of four years, and all Directors elected from the groups set forth in Article III, Section 2, Sub-sections e through i shall be elected for four years, and all subsequent elections under Article III, Section 2 hereof, shall be for a term of four years. Each group shall elect its own Director at the meeting at which the term of its Director expires. The terms of all Directors shall begin at the conclusion of business on the last day of the meeting at which they are elected.

Section 3. All groups under Article III, Section 2 hereof, shall elect their Chairman and Secretary at each meeting in odd-numbered years, who shall serve until their successors are elected and qualify on the last day of the meeting, as is provided in Article IV.

Section 4. In the event of contests for elections, voting for Board Members and Section officers shall be by secret ballot should the members of the section so desire. A Board member elected by a section shall not be eligible to succeed himself.

ARTICLE VI

Executive Committee

There shall be an Executive Committee consisting of the officers of the Association.

ARTICLE VII

Meetings

Section 1. There shall be an annual meeting of the Association held at such time and place as may be determined by the members at the annual meetings. Notice of same shall

be sent out by the Secretary-General at least thirty days prior to the meeting. The time and place for the annual meeting may be changed by the Board of Directors if for good and sufficient reasons it becomes necessary.

Section 2. Upon the request in writing of not less than two-thirds of the members of the Association who at the time are in good standing, the Board of Directors shall order a special meeting to be held, and the Secretary-General shall send out notices thereof under the same conditions as are provided in the case of annual meetings in Section 1 of this Article.

ARTICLE VIII

Amendments

This Constitution may be amended by a two-thirds affirmative vote of those voting; provided however that the proposed amendment has been previously approved by the Board of Directors, or proposed in writing and signed by twenty-five members in good standing, and provided also that the same information has been mailed by the Secretary-General to each member at least thirty days before the vote is taken.

BY-LAWS

Membership

Section 1. Any eligible person living in the Americas, in the Territory of Hawaii or in the insular possessions of the United States may make application for membership in the Association to the Secretary-General. Every applicant for membership shall be approved by two members of the Association in good standing. Annual dues shall be paid before the applicant can qualify as a member. Upon receipt of satisfactory information as to his major activity, each member shall be enrolled in the group in which he is entitled to membership by virtue of his position, occupation or interest. This procedure when completed will constitute membership in good standing. Any person may be elected an honorary member by the Association or Board of Directors, and have all the privileges of regular membership except that of voting.

Dues

Section 2. (a) Five dollars ($5), the annual dues of membership in the Association, which shall include the annual meeting registration fee, shall be due on the first day of January of each year, beginning on January 1, 1949. Each member paying dues shall receive a copy of the current printed proceedings of the Association. (b) Upon payment at any time of the sum of $100 cash, in full, or in minimum installments of $25 each paid at no longer than 12 (twelve) month intervals, any person otherwise eligible for membership may be enrolled as a Life Member, with all membership privileges and without further payment of annual dues. In the event of any lapse in the payment of installments, all installments paid shall be applied as advance payments of annual dues for as many years as the payments made can be so applied, beginning with the membership year in which the first installment was received. No refund of installment payments shall be made.

Officers

Section 3. Except as otherwise provided in these By-Laws, the duties of the officers shall be such as those prescribed in "Roberts Rules of Order, Revised 1943."

Section 4. Upon the disability, resignation or death of the President, the First Vice-President shall automatically become President for the unexpired term; he shall be eligible for election as President at the next election of Officers.

The Board of Directors

Section 5. At each meeting in odd-numbered years, the Board of Directors shall nominate from the membership the following officers: President, First Vice-President, Second Vice-President, Secretary-General, and Treasurer. Other nominations may be made from the floor. The President shall act as Chairman of the Board of Directors. Power shall be vested in the Board of Directors, in the interim between meetings, to take whatever action it may deem necessary for the government and direction of the Association. The Directors may fill vacancies on the Board for any unexpired term, by electing as a Director a member from that group represented on the Board by the Director whose place has become vacant.

Committees

Section 6. The Executive Committee shall consist of the Officers of the Association, and

shall have charge of all matters delegated to it by the Board of Directors. An Auditing Committee of three members, none of whom shall be a member of the Board of Directors, shall be appointed by the President on the opening day of each annual meeting to audit the accounts of the Treasurer and to report to the Association before the close of the meeting. All other Committees shall be appointed by the President and members shall serve at the pleasure of the President unless otherwise ordered by the Association or by the Board of Directors. Subject to the approval of the Board of Directors, such committees as may be appointed shall be empowered to sit with members of similar committees of the American Association of Instructors of the Blind, as members of such Joint Committees representing the American Association of Workers for the Blind and the American Association of Instructors of the Blind as may be constituted through parallel approval of the American Association of Instructors of the Blind.

Elections

Section 7. On the second day of each meeting in odd-numbered years the members of each group there present and entitled to do so shall elect one of their own number to represent the group on the Board of Directors, and shall certify the result of the election to the Secretary-General in writing. Except where elsewhere provided, the method of voting shall be as provided in "Roberts Rules of Order, Revised 1943." The Secretary-General shall furnish to each group a list of the members in good standing entitled to vote therein. No member shall be permitted to vote in more than one group.

Disbursements

Section 8. All income of the Association shall be received and receipted for by the Secretary-General. He shall, not later than the fifteenth day of each month, pay over to the Treasurer all income received by him during the previous month, taking the Treasurer's receipt therefor. The treasurer shall keep the funds of the Association in some convenient bank approved by the President. All funds shall be paid out on voucher checks in form to be prescribed by the Board of Directors, signed by the Treasurer and counter-signed by the President or a Vice-President. The fiscal year shall be from July first through June thirtieth.

Parliamentary Authority

Section 9. This Association, except as otherwise provided in its Constitution and By-Laws, shall be governed in all its meetings by parliamentary law as contained in "Roberts Rules of Order, Revised 1943."

Quorum

Section 10. At any annual or special meeting of the Association one-fourth of the members in good standing shall constitute a quorum. At any meeting of the Board of Directors, a majority of the Directors shall constitute a quorum.

Amendments

Section 11. These By-Laws may be amended at any annual meeting by a two-thirds affirmative vote of those voting; provided, however, that the proposed amendment has been previously approved of by the Board of Directors, or proposed in writing and signed by twenty-five members in good standing, and provided also that the same information has been mailed by the Secretary-General to each member at least thirty days before the vote is taken.

CODE OF ETHICS OF THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

(Adopted July 14, 1953)

The operations of all agencies for the blind entail a high degree of responsibility because of the element of public Trusteeship and protection of the blind involved in services to the blind. We therefore adopt the following basic principles, and ask all agencies relying upon public support for their programs of service to the blind to adopt these principles. Upon application, annually, the AAWB will issue its Seal of Good Practice to all those agencies for the blind which agree to accept and to adhere to these provisions.

1. Board. An active and responsible governing body, with legal authority, serving without compensation, holding regular meetings, and with effective administrative control.
2. Purpose. A legitimate purpose and with no avoidable duplication of the work of other sound organizations.
3. Program. Reasonable efficiency in program management, and reasonable adequacy of resources, both material and personnel.
4. Cooperation. Evidence of consultation and cooperation with established agencies in the same or related fields.
5. Ethical promotion.
   (a) Ethical methods of publicity, promotion, and solicitation of funds.
   (b) No portrayal of the blind as helpless.
   (c) No use of any living blind person's name or picture without prior permission of individual concerned.
   (d) No granting of the right to commercial manufacturers or vendors to couple their support of programs for the blind with their sales promotion.
   (e) No representation of products as made by the blind unless the agency employs blind persons to an extent constituting not less than 75% of the total personnel engaged in the direct labor of production of manufactured blind-made products. Temporary exceptions may be recognized in the case of experimentation with new products and/or processes.

   Direct labor production means all work required for preparation, processing and packing, but not including supervision, administration, inspection and shipping.

   Definition of blindness: The term "blind individual" means an individual whose central visual acuity does not exceed 20/200 in the better eye with correcting lenses, or whose visual acuity is greater than 20/200 but is accompanied by a limitation in the field of vision such that the widest diameter of the visual field subtends an angle no greater than 20 degrees.
6. Fund-raising Practice. In fund-raising:
   (a) No payment of commissions for fund-raising.
   (b) No mailing of unordered tickets or merchandise with a request for money in return. Exceptions may be recognized in the case of agencies which use and have used seals as a traditional part of their fund-raising techniques.
   (c) No general telephone solicitation of the public.
   (d) No entertainment by or in the name of an agency for the blind unless the complete net income from the sale of tickets is paid to the agency and unless the entertainment is in all other respects promoted in accordance with the principles set forth in the overall statement of principles.
   (e) No solicitation of funds in areas in which the agency soliciting renders no substantial service to the blind of that area.

7. Audit. Annual aduit of books by a State, Federal, or independent certified accountant showing all income and disbursements in reasonable detail.
8. Budget. Detailed annual budget, translating program plans into financial terms.
9. Activities, Annual report of work of the agency, in reasonable detail, including a brief, informative statement of principal sources of income and types of expenditures, or an assurance in writing that an audited financial statement may be secured from an accountant (whose name and address shall be furnished).
10. Information. Agreement to furnish the AAWB such information as will serve to establish the right of the agency to the Seal of Good Practice of the AAWB. This to include a financial statement certified by the financial officer of the agency, in such reasonable detail as may be requested; information with respect to the budget of the agency; activities report and forecast of future programs and fund-raising projects. It is agreed that all such information shall remain confidential to the Certifying Committee of the AAWB.
11. Appeal. In the event of disapproval of any application for the Seal of Good Practice any agency so disapproved shall have the right of appeal to the Board of Directors of the AAWB for a review and final decision.

SUNDRY PROCEDURES ADOPTED IN CONNECTION WITH THE AWARD OF THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND SEAL OF GOOD PRACTICE

*1. Twenty-five percent of funds raised would seem sufficient for cost of fund raising, though as much as 40% might be justified in some cases. Costs above 40% appear to us excessive, and we recommend that agencies wishing the Seal stay under this maximum. Cost of office space may be excluded when computing percentage, but bequests and income from investments should be excluded when computing total of money raised.

*2. All moneys raised must be spent for the purpose for which they were solicited. If a justifiable shift is to be made, then the donors should be so notified.

*3. Board members should not be compensated for services. No more than one paid staff member should serve as member of the governing body.

*4. Publishers of braille periodicals should check their subscription lists at least once a year to ascertain whether or not their publications are still desired.

*5. Service reports should reflect volume of service in each area where service is claimed. They should be available to the public and should contain a statement of receipts and expenditures or an indication of where such information might be obtained.

*6. Four meetings a year of Board and/or Executive Committee is considered a minimum.

*7. Vacancies on the Board of a private agency should be filled by election, not by appointment, except perhaps on a temporary basis.

8. The use of cannisters, coin boxes, collection boxes and such on the public streets and in public places is not approved. Neither are "postmen's walks" and similar fund-raising schemes. Agencies for the blind using such methods will not be awarded the AAWB Seal of Good Practice,* nor will approval be given to agencies which accept funds from Lions Clubs or other groups which employ any of the above mentioned methods of solicitation.

* Adopted at 1954 Convention, Houston, Texas.
** Adopted at 1955 Convention, Quebec City, Quebec.
*** Adopted at 1956 Convention, Los Angles, California. (See Report of Board of Directors to Convention, which was adopted unanimously.)

MEMBERSHIP ROSTER

Key to Classification

a. Executive heads of agencies doing city-wide, county and local work for the blind, executive heads of workshops and industrial homes for the blind and executive heads of homes for the blind.
b. Rehabilitation specialists, placement agents and field officers for the blind, except Business Enterprise Specialists.
c. Home Teachers and social workers other than home teachers engaged in work with the blind.
d. Lay and non-professional group. (This group shall be composed of persons employed in work for the blind or prevention of blindness on a non-professional level, and any other persons interested though not employed in work for the blind or prevention of blindness.
e. Executive heads of any Commission or Association doing statewide work for the blind.
f. Executive heads of national agencies for the blind and professional staff members.
g. Executive heads of residential and day-school classes for the blind, and teachers in residential and public-school classes for the blind.
h. Librarians for the blind. Administrative heads of publishing house for the blind and all others engaged or interested in publishing for the blind in any process.
i. Business Enterprise Specialists for the blind.

Explanation of Symbols

¶Deceased.
*Visually Handicapped.
‡Present and registered at Los Angeles, California.
†Honorary Life Member.
§Life Member.

ABEL, Georgie Lee (f)
Consultant in Education, American Foundation for the Blind, 15 West 16th Street, New York 11, New York.

*ADAM, Heinz (g)
Teacher, Hadley School for the Blind, Winnetka, Illinois.

*ADAMS, Charles (a)
Shop Foreman, Wilkes-Barre Branch, Pennsylvania Association for the Blind, 35 East Union Street, Wilkes-Barre, Pennsylvania.

*ADAMS, Clair (d)
Business Manager, Tennessee School for the Blind, Donelson, Tennessee.

ADKINSON, Dr. Burton W. (h)
Director, Reference Department, Library of Congress, Washington 25, D. C.

ALEXANDER, Shirley (d)
Senior Stenographer, Services for the Blind, Welfare Department, 302 Cotton States Building, Nashville 3, Tennessee.

‡§ALLEN, Alfred (f)
Assistant Director, American Foundation for the Blind, 15 West 16th Street, New York.

‡*ALLEN, Mrs. Alfred (d)
c/o American Foundation for the Blind, 15 West 16th Street, New York 11, New York.

ALLEN, C. R. K. (g)
Superintendent, Halifax School for the Blind, 4 University Avenue, Halifax, Nova Scotia.

ALLEN, Myrtle L. (d)
Treasurer, Mercer County Branch, Pennsylvania Association for the Blind, 244 White Avenue, Sharon, Pennsylvania.

‡*ALLEN, W. E. (g)
Superintendent, Texas School for the Blind, West 45th Street, Austin, Texas.

‡*ALLWEIN, Mrs. LaVerne (c)
Home Teacher, Pittsburgh Branch, Pennsylvania Association for the Blind, 308 South Craig Street, Pittsburgh, Pennsylvania.

*ALSUP, Lon E. (e)
Executive-Secretary-Director, State Commission for the Blind, Land Office Building, Austin 14, Texas.

ALTDOERFFER, Frank (d)
Treasurer, Lancaster County Branch, Pennsylvania Association for the Blind, Lititz Pike, Lancaster, Pennsylvania.

‡*ALTICE, Mildred (c)
Caseworker, North Carolina State Commission for the Blind, 1112 Hinshaw Street, North, Wilkesboro, North Carolina.

¶*AMES, William Donald (a)
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MEMBERSHIP—1956

	Renewals	*New*	*Total*
Alabama	8	—	8
Arizona	4	—	4
Arkansas	13	8	21
California	24(2)	64	88
Colorado	8(1)	—	8
Connecticut	11†	4	15
Delaware	17(1)	10	27
District of Columbia	31*	7	38
Florida	30	5	35
Georgia	7	5	12
Idaho	—	—	—
Illinois	28	15	43
Indiana	7	18	25
Iowa	3	1	4
Kansas	8	11	19
Kentucky	8	6	14
Louisiana	12	6	18
Maine	1	3	4
Maryland	14(1)	1	15
Massachusetts	20(1)	7	27
Michigan	14	3	17
Minnessota	8	14	22
Mississippi	1	—	1
Missouri	20(1)	28	48
Montana	2	3	5
Nebraska	5	2	7
Nevada	—	—	—
New Hampshire	3	2	5
New Jersey	11	17	28
New Mexico	5	1	6
New York	100(3)††	26	126
North Carolina	50	17	67
North Dakota	1	—	1
Ohio	30	5	35
Oklahoma	3	—	3
Orègon	2	10	12
Pennsylvania	177(3)†	117	294
Rhode Island	3	4	7
South Carolina	2	—	2
South Dakota	1	—	1
Tennessee	29	59	88
Texas	36(1)	7	43
Utah	4	5	9
Vermont	4	1	5
Virginia	23(1)	1	24
Washington	3	4	7
West Virginia	3	5	8
Wisconsin	8	1	9
Wyoming	2	1	3
Canada	91(2)	3	94
Cuba	2	—	2
Guatemala	1	—	1
Hawaii	2	2	4
Panama	1	—	1
Total	901(17)	509	1,410

Number in parenthesis represents number of life Members
* includes 1 Honorary Life Member
†† includes 2 deceased
† includes 1 deceased

GROUP MEMBERSHIP

Group A	145
Group B	183
Group C	295
Group D	472
Group E	66
Group F	92
Group G	62
Group H	61
Group I	34
Total	1,410

(as of October 4, 1956)

DIRECTORY OF NATIONAL AGENCIES FOR THE BLIND

AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND, INC.

ALFRED ALLEN, *Secretary-General*

c/o American Foundation for the Blind, Inc.
15 West 16th Street, New York 11, New York

OFFICERS (1955-1957)

Joseph F. Clunk, Philadelphia, *President*
Hulen C. Walker, Washington, D. C., *First Vice-President*
H. A. Wood, Raleigh, North Carolina, *Second Vice-President*
Alfred Allen, New York, New York, *Secretary-General*
Philip N. Harrison, Harrisburg, Pennsylvania, *Treasurer*

Founded in 1895 as the Missouri National College Association, changed in 1896 to The American Blind People's Higher Education and General Improvement Association, the organization took its present name in 1905—the American Association of Workers for the Blind. It was incorporated in 1955.

The purpose of the Association is "to render all possible assistance to the promotion of all phases of work for, and in the interest of, the blind, and to the prevention of blindness, throughout the whole of the Americas, the Territory of Hawaii and the insular possessions of the United States."

All persons in the Americas, the Territory of Hawaii and the insular possession of the United States interested in the welfare of the blind or in the prevention of blindness are eligible to membership in the Association. The membership is divided into nine sectional groups of specific interests for the purpose of representation on the Board of Directors of the Association, and for round-table discussions. The Association is maintained by individual membership dues of $5 annually payable in January. Annual conventions are held, usually in June or July. All members receive a printed copy of the published proceedings of conventions.

The authority to govern the Association, by directing its policies and operations in all matters relating to the purpose for which it has been formed, is vested in a Board of fifteen Directors, composed of the five elected officers, the immediate Past President and one representative from each of the sections.

Various standing committees of the Association may work jointly with corresponding committees of the American Association of Instructors of the Blind, and with the American Foundation for the Blind.

AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND

JOSEPH J. KEER, *Secretary-Treasurer*
c/o Overbrook School for the Blind
Philadelphia, Pennsylvania

OFFICERS AND DIRECTORS (1956-58)

Robert H. Thompson, St. Louis, Missouri, *President*
D. W. Overbeay, Vinton, Iowa, *First Vice-President*
Lois V. Cox, Overlea, Maryland, *Second Vice-President*
Joseph J. Kerr, Philadelphia, Pennsylvania, *Secretary-Treasurer*
J. M. Wolly, Little Rock, Arkansas
E. N. Peeler, Raleigh, North Carolina
Mrs. Julia Hayes, Hartford, Connecticut
Mrs. Margaret Traub, Louisville, Kentucky
F. G. Tacquard, Austin, Texas

Founded in 1853 as the American Instructors of the Blind, the Association held its second meeting in 1871, and then next in 1872, at which time its name was changed to the present form. Meetings have been held biennially, with one or two exceptions, since that time, on the even years, usually in June. Conventions are usually convened at the various schools for the blind, on invitation, the time and place being determined by the Board of Directors. Membership is open to any who are interested in the education of visually handicapped children.

The distribution of the Proceedings of the Association is made upon a pro rata basis arranged for in the By-laws, and the Board of Directors is directed to provide for the sale of additional copies at cost to members or others as desired, and for the gratuitous distribution to honorary and corresponding members, college and public libraries in the United States and Canada, institutions for the blind in foreign countries, and to such other organizations as in their judgment shall be so complimented.

The Association concerns itself with all problems relating to tne education of the blind. In addition to its deliberations at the biennial conventions of the whole Association, special committees engage in constant research in such fields as Braille, vocational guidance, teacher certification, school curricula, etc. and regional meetings are held at different times to discuss the different problems in educating the blind child.

AMERICAN BIBLE SOCIETY

450 Park Avenue, New York 22, N. Y.

OVER A CENTURY OF SERVICE TO THE SIGHTLESS

Beginning in 1835, the American Bible Society has continued increasingly to bring the Bible to the Blind in each system of embossed reading as it came into use.

During its 121 years, the Society has distributed the Scriptures to the sightless in 41 languages and systems.

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4 Bk, Numbers	7 records	24 Bk, Isaiah	7 records
5 Bk, Deuteronomy	5 records	25 Bk, Jeremiah	8 records
6 Bk, Joshua	4 records	26 Bk, Lamentations	1 record
7 Bk, Judges	4 records	27 Bk, Ezekiel	7 records
8 Bk, Ruth	1 record	28 Bk, Daniel, Hosea and Joel	4 records
9 Bk, I Samuel	5 records	29 Bk, Amos	1 record
10 Bk, II Samuel	4 records	30 Bk, Obadiah and Jonah	1 record
11 Bk, I Kings	5 records	31 Bk, Micah and Nahum	1 record
12 Bk, II Kings	5 records	32 Bk, Habakkuk, Zephaniah and Haggai	1 record
13 Bk, I Chronicles	5 records	51 Bk, Zechariah and Malachi	2 records
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37 Bk, Acts of Apostles	5 records	47 Bk, I and II Peter	1 record
38 Bk, Romans	2 records	48 Bk, I, II, III John and Jude	1 record
39 Bk, I and II Corinthians	3 records	49 Bk, Revelation	3 records
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A BRAILLE CONCORDANCE in 10 volumes

Please write to American Bible Society, BLIND DEPARTMENT, 450 Park Avenue, New York 22, N. Y.

AMERICAN FOUNDATION FOR OVERSEAS BLIND

CHARTERED IN 1919

22 West 17th Street, New York 11, N. Y.

The American Foundation for Overseas Blind, successors to the American Braille Press for War and Civilian Blind which was founded in World War I, has since maintained an uninterrupted service to the blind. Its income is derived from endowments, contributions, special appeals and from the non-profit sale of special appliances to organizations and blind individuals.

A field headquarters is maintained at 14 Rue Daru, Paris, France, where a Europe-Middle East magnetic Talking Book duplication service is maintained and special appliances, games and embossed maps manufactured. Braille music and a French-language magazine are published here. Accommodation and services are granted to several national and international organizations providing training and other services to the blind.

AFOB's purpose is to expand the field of opportunity for blind persons throughout the world by assisting in the establishment of special services where they do not already exist and the progressive improvement of standards in all other areas. The methods by which this purpose is achieved include:

(1) The provision of special educational equipment for schools for the blind, vocational aids for workshops and training centres, material for library services, and specially designed recreational and domestic appliances.

(2) The establishment of printing plants for the manufacure of braille textbooks, journals, magazines, general literature and assistance towards the wide distribution of such literature at prices the blind can afford.

(3) Giving counsel and guidance to governmental and private agencies for the blind abroad concerning the modernization and improvement of their services through the introduction of proven techniques. Such counsel is given by special consultations of AFOB field workers, the provision of professional literature or by the introduction of demonstration projects.

(4) Maintaining demonstration and prevention of blindness programs in selected areas with a view to the assumption of operating responsibility by the local governments and organizations.

(5) The provision of study fellowship and courses of observation to workers for the blind in underdeveloped areas who wish to become familiar with general or specific aspects of work for the blind in more advanced countries. Planning and supervising similar fellowships and study courses granted by other organizations.

(6) Cooperation with the United Nations, its specialized agencies and other international organizations with a view to assisting governments throughout the world to improve educational, working and living conditions for their blind citizens.

(7) Preparation and distribution, through press, radio and other media, of material designed to familiarize the lay public with the problems and potentialities of blind people overseas and with the Foundation's service program.

To avoid duplication and to assist indigenous workers to operate their own programs, the AFOB channels its services to the blind through local agencies, committees or governmental departments.

AMERICAN FOUNDATION FOR THE BLIND

15 West 16th Street, New York 11, N. Y.

THE AMERICAN FOUNDATION FOR THE BLIND is a national private agency whose purpose is to promote increasingly and uncompromisingly the interests of blind persons. It is principally maintained by the Helen Keller Endowment Fund, contributions from interested patrons and grants from other research foundations.

Among its activities are: Research; Consultation services; special service to blind individuals; Publications; Library service; Scholarships and fellowships; Professional development.

RESEARCH ACTIVITIES. Studies in the education and rehabilitation of the blind, in vocations for the blind, in statistics and legislation affecting the blind, and in other subjects relating to the improvement of services for the blind.

Development of mechanical appliances used by the blind, including continued improvement of recorded literature for the blind.

CONSULTATION AND FIELD SERVICE. Comprehensive information and the advice of experienced workers is available to agencies and schools for the blind on education, community planning, home teaching, vocational rehabilitation, the deaf-blind, the war-blinded, the preschool blind child, special aids and appliances and other phases of work for the blind.

Assistance to state and community agencies in presenting the needs of the blind to government officials, legislators, and the public; organization of new activities on behalf of the blind where needed; surveys in which an evaluation is made of existing services to blind adults and children, and, when necessary, recommendations made for improvement of such services.

SPECIAL SERVICES TO BLIND INDIVIDUALS. Arrangements for "one-fare" privileges for blind persons and their guides on railway and bus lines.

Sale of braille dial watches and other tools and aids for the blind at cost.

PUBLICATIONS. Publications of special interest to workers for the blind and to the blind: *The New Outlook for the Blind,* in braille and inkprint; and *Touch-and Go,* in braille for the deaf-blind; *Directory of Activities for the Blind in the United States and Canada* (biennially).

Other books and pamphlets of professional and informational nature.

LIBRARY SERVICE. Facilities of a reference and lending library containing more than 20,000 inkprint books, pamphlets, and manuscripts relating to the blind and their welfare are available to students and professional personnel.

SCHOLARSHIPS AND FELLOWSHIPS. A limited number of scholarships is offered each year to blind students in professional schools and institutions of higher learning.

Fellowships are offered to encourage research, and to recruit trained personnel for porfessional positions.

PROFESSIONAL DEVELOPMENT. Development of professional training through promotion of institutes and workshops for personnel of agencies for the blind; summer courses for teachers of blind children and for workers with the blind.

A National Personnel Service which aids qualified personnel to secure appointments in work for the blind, and schools and agencies for the blind to obtain qualified staff members.

AMERICAN PRINTING HOUSE FOR THE BLIND

CHARTED IN 1858

1839 Frankfort Avenue, Louisville 6, Kentucky

When schools for the blind were established in this country over a century ago, one of the greatest needs was for an ample supply of embossed books and special apparatus for instructional purposes. A central, national printing house to supply all of the states was proposed, and in 1858 Kentucky charted the American Printing House for the blind. It is the oldest national institution for the blind in this country and the largest publishing house for the blind in the world.

Operating on a non-profit basis, it furnishes books and apparatus for the education of the approximately 7500 blind children enrolled in the public institutions and classes for the blind in the United States and its territories. For this purpose, Congress provides an annual appropriation which is used to provide free schoolbooks and tangible apparatus for all of the public education institutions for the blind. The appropriation for the 1955-1956 fiscal year amounted to $234,000.

For the over 50,000 adult blind readers, the Printing House provides in Braille and on Talking Books a wide range of literature which includes 67 periodicals. *The Reader's Digest,* reprinted each month both in Braille and on Talking Book records, has been acclaimed by the blind as one of the greatest contributions to literature for the blind.

Besides being the official schoolbook printery, the Printing House prints books and periodicals for organizations which provide free literature for the blind. Many agencies have found this cheaper and more satisfactory than doing the work in their own establishments.

The Printing House maintains a complete Talking Book department for manufacturing the Talking Book records through all of the processes, from tape recording to the pressing of the discs. This department provides the necessary facilities to enable the institution to supply the requirements of the blind for recorded literature.

The Printing House also manufactures and distributes books in large type for the children in our schools and classes for the blind who have enough useful vision to read this type of book and who should not be educated with Braille. There is rapidly being build up an adequate catalog of textbooks and other educational material in large type to parallel the Braille textbook catalog.

For a number of years, the Printing House has cooperated with agencies in foreign countries which do not have publishing facilities for the blind by accepting students from these countries and training them in the Braille printing trade, with a view to their returning to their respective countries and setting up adequate Braille presses for their own people.

Special printing presses, embossing machines, sectional maps, globes, Braille writing-frames, arithmetic slates, geometric forms, a geometry board, Braillewriters, Talking Book reproducers, peg boards for kindergarten, raised-line stationery for writing longhand, sentence boards and other educational aids have been designed and built here. The original material has profoundly influenced the art of instructing the blind in this and other countries.

BRAILLE INSTITUTE OF AMERICA, INC.

741 North Vermont Avenue, Los Angeles 29, California

The Braille Institute of America, Inc., was established in September 1919 as an unincorporated, non-profit agency under the name, Universal Braille Press, devoted primarily to the sponsorship of literature in raised print for the blind. On September 30, 1929 it was chartered under the laws of the State of California as a nation-wide, non-profit, non-sectarian institution devoted to the social and economic welfare of the nation's blind without respect to race, color, or creed. It is maintained by bequests, endowments, gifts, and contributions from the public, and by membership dues ranging from $5 to $100 a year, with life membership at $1,000.

SOCIAL WELFARE—Training in personal and social adjustment. Assistance with needs arising from blindness, including loan or donation of appliances. Case work. Free radio service. Sale of appliances for the blind and handicraft materials at cost. Visual aids for the partially sighted.

HOME TEACHING—Free home instruction in reading and writing raised print, handicrafts, homemaking, typing, and orientation, including foot travel.

RECREATION AND EDUCATIONAL CLASSES—Recreation, fellowship, and educational oppotrunities for the blind and partially sighted covering a wide variety of fields, including many types of handicrafts, Braille, personality improvement, creative writing with a commercial objective, ceramics, book reviews, choral singing, bridge classes, typing, Spanish, cooking, social and square dancing.

REHABILITATION AND ORIENTATION—Training in foot travel and the practical everyday skills necessary for comfortable living and readjustment; assistance in enlarging economic opportunities; non-interest bearing loans for qualified business projects.

LIBRARY—Free circulation of books and magazines in Braille and Talking Books to the blind of Southern California and Arizona.

PUBLICATIONS—Non-profit publications of books and magazines in Braille and Moon types sponsored by Braille Institute or others, including Webster's Students Dictionary and The Braille Mirror, a monthly topical magazine.

THE BIBLE IN BRAILLE—Published in 1919-24 the first King James Version of the Bible in Revised Braille, Grade One and a Half, 21 volumes. Since then more than 30,000 volumes of the Bible have been distributed throughout the English-reading world.

In 1946, published the complete New Testament in Braille, Grade Two (5 volumes), following the Revised Standard Version. In 1952, permission was granted to reprint in Braille, Grade Two, the Revised Standard Version of the Old Testament.

The bulk of the distribution of the Bible has been free. To the blind who can pay something, a special price has been made, far below the non-profit cost of printing and binding.

RESEARCH—Engineering and development of appliances for the blind, such as a Braille writer and a longhand script guide.

THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND

Canada's nearly 22,000 sightless citizens of all ages enjoy a variety of CNIB services each designed to meet a specific need. The Institute maintains forty-seven offices in all the principal cities across the nation. Itinerant blind field secretaries based at central locations carry the program to the most remote areas.

RESIDENCE, RECREATION AND SERVICE CENTRES. Twenty-two specially designed buildings with accommodation for thirty or more have been opened since 1945. Each building is equipped with teaching and training rooms and facilities for year round recreation. The most recent addition to the CNIB building program is the $3,150,000. service centre and general headquarters buildings at Toronto. Several more centres are on the drawing boards.

HOME TEACHING. Forty-five specially trained home teachers lead classes in handicrafts, typing, embossed reading and writing and household skills. Teachers travel to the homes of those unable to attend group classes.

EMPLOYMENT. The CNIB employment department, staffed and managed by trained blind placement personnel, survey potential job opportunities and place sightless candidates in suitable capacities, after a period of on-the-job training. Workshops with special facilities are maintained at several centres across the country. Supervised occupational employment is offered the elderly, the multiple handicapped and those who cannot work full time. Hundreds of blind men and women are employed on CNIB staff and in concession stands and cafeterias operated by the Institute.

LIBRARY AND PUBLISHING. The CNIB library supplies current and traditional literature free of charge on Talking Books and in Braille and Moontype. Several monthly Braille magazines are published. Special requests for music transcription, and school texts not otherwise available are handled through the library.

PREVENTION OF BLINDNESS. CNIB maintains a vigorous program of prevention including the arranging of eye care and glasses for those in danger of blindness. An eye bank for the distribution of corneal tissue was inaugurated recently. A year round nation wide publicity campaign on prevention and sight conservation complements a general education program.

PRESIDENT—LADY KEMP

MANAGING DIRECTOR—E. A. BAKER, O.B.E., M.C., Croix de Guerre, B.Sc., LL.D

929 Bayview Avenue
Toronto 17, Ontario,
Canada

CLOVERNOOK HOME FOR THE BLIND
CINCINNATI LIBRARY SOCIETY FOR THE BLIND

Cincinnati 31, Ohio

The Cincinnati Library Society for the Blind was founded by Georgia D. and Florence B. Trader in 1901. The books were deposited in the Public Library, Cincinnati and the Librarian and attendants were paid by them. This Society outgrew the space allotted for the books, so in 1934 they were taken to Clovernook and housed on the second floor of the shop building. In December 1955 the collection was returned to the Public Library.

There are 1637 active readers and the circulation is about fifty thousand books and magazines each year. The collection consists of 38,747 Braille books, Music and Magazines and 120,874 Talking Book records.

The examination of the children's eyes in the Public Schools was started in 1904.

In 1905 classes for Blind children in connection with the Public Schools were opened through the efforts of Georgia D. and Florence B. Trader. A teacher is sent to the home of a blind person to teach Braille. Volunteers are transcribing special books in Braille and on Sound Scriber records to help students.

Clovernook Home for the Blind was founded in 1903 by Georgia D. and Florence B. Trader. Clovernook was the former home of the poet sisters, Alice and Phoebe Cary. It is an Industrial Home for forty women. It consists of a tract of 29 acres—two dwellings and a two-story shop approximately one hundred feet square—besides farm buildings and a large garage.

The shop provides a weaving and printing department. The weaving department contains ten looms and the women weave rag rugs, woolen blankets and other articles.

In the printing department the blind girls do the Braille sterotyping on zinc plates—taking dictation from the dictaphone—proof-reading, collating, sewing of the books—wire stitching of the magazines on power machines, make up the shipping boxes and pack the books. They are busy seven hours a day, five days a week.

GUIDE DOG FOUNDATION FOR THE BLIND, INC.

ADMINISTRATIVE OFFICES: 71-11 Austin Street, Forest Hills 75, N. Y.
H. J. Sachs, Exec. Director
TRAINING SCHOOL, Smithtown Branch, N. Y.

The Guide Dog Foundation for the Blind, Inc. was incorporated under the membership corporation laws of the State of New York in February of 1949. The purpose of the organization is to train Guide Dogs and to instruct their masters in their use and care. The Foundation is governed by a Board of Directors. All services are provided without any cost to the recipients, regardless of race, color or creed. Applications for guide dogs sent on request.

THE HADLEY SCHOOL FOR THE BLIND

National School of Tuition Free Home Study Courses for the Blind
Incorporated (1922) Under Illinois State Charter Not for Profit
620 Lincoln Avenue
Winnetka, Illinois

The Hadley School teaches the adult blind by mail, in braille. The School offers 77 home-study courses. These begin with the reading of Standard English Braille for students who have not learned the system. Other elementary subjects are offered for the blind adult who dropped out of school in the early grades. The curriculum includes a complete four-year high school program and several vocational and college courses.

The School maintains a braille lending library that supplies students with all textbooks, collateral reading, and instructions needed for their courses. Such books are reserved for Hadley students, but readers are welcome to borrow textbooks whenever they are not needed for those enrolled.

The School employs a staff of experienced teachers and braillists, who give each student individualized instruction through personal letters written in braille giving corrections, comments and helpful suggestions on each report submitted by the student as he proceeds from lesson to lesson. When a student completes a course with a passing grade, he receives a certificate printed in braille and print.

Typewriting, Business Correspondence, and Braille Shorthand are popular courses. Next to Braille, English is most in demand. English courses range from elementary spelling and grammar to a special creative writing program for students interested in writing as a hobby or as a vocation. For these students the School publishes a braille edition of the "Handy Market List" from the pages of *Author & Journalist* magazine.

Through a coordinated arrangement with the Home-Study Department of the University of Chicago, the Hadley School gives in braille selected college courses offered by the University. The Hadley School brailles and lends all University textbooks and study materials for the courses, and also transcribes all brailled lesson-reports into typewritten form and sends the typed copy to the University of Chicago. As each corrected report is returned to the Hadley School, the University instructor's comments are brailled in the form of a personal letter, which is sent to the student along with his original report. English 101, 103, and 202B and Psychology 201, each offering approximately three semester-hours of college credit, are now available. As a special aid to students of Psychology 201 the Hadley School lends a series of three-dimensional biological models in unbreakable plastic, with full descriptions and explanations in braille.

All Hadley courses are given without cost to the student. Some Hadley students contribute, but no student is solicited. For the college courses, the University of Chicago charges blind students 50% of the regular tuition, and this charge is paid to the University through Hadley Scholarships, which are granted to students who qualify.

Application for enrollment in the Hadley School may be made at any time throughout the year. Student enrollment has risen above 1,350 since the beginning of 1956.

A braille or inkprint bulletin, listing and describing all Hadley courses and giving information about the School, will be sent on request.

HOWE PRESS OF PERKINS SCHOOL FOR THE BLIND

Watertown 72, Mass.

Ever since 1832 the embossing of books for the blind and the manufacture of special appliances has been carried on by the Perkins School for the Blind. The first director, Dr. Samuel Gridley Howe personally raised special funds for this purpose. After his death his successor Mr. Michael Anagnos raised an endowment fund and established the Howe Memorial Press in 1882. Now located on the school campus in Watertown, Mass., the Howe Press continues to carry out the work which Dr. Howe began.

PRINTING BRAILLE BOOKS. The bulk of our work is adult literature for the Library of Congress. In addition, text books, testing material, and music embossed for Perkins School tion are made available at cost to anyone needing them. We publish several reading aids for adult beginners. Price lists and music catalogues are available in print and braille.

MAPS. Embossed paper maps, both historical and geographical are for sale. The Braille Map Quarterly, which deals with a current news event, is sent free to braille readers anywhere in the world.

GAMES. These include brailled playing cards, specially designed sets of chess and checkers, interlocking dominoes, chinese checkers, and anagrams. Also a special slate for brailling your own playing cards.

APPLIANCES. These are mostly educational devices including braille writers, and a variety of braille slates. We also manufacture some mathematical instruments, and room thermometers. Price lists are available, and a bulletin describing the Perkins Brailler.

EQUIPMENT. Sterotyping and braille printing equipment is made primarily for our own use but is also manufactured to order. Used equipment is sometimes available.

THE JEWISH BRAILLE INSTITUTE OF AMERICA

101 West 55th Street, New York 19, N. Y.

The Jewish Braille Institute of America conducts a dual program devoted to the intellectual, cultural and religious welfare of the Jewish blind, and at the same time projecting an understanding of the meaning of Judaism and an informed awareness of the truth in regard to the Jewish people, religion and heritage for both the Jewish and non-Jewish blind. To that end the Jewish Braille Institute was founded in 1931 by Leopold Dubov.

In recognition of a growing necessity for books of Judaica and Jewish interest, in 1932 Mr. Dubov and the National Federation of Temple Sisterhoods established the free Jewish Braille Library—the only one in the world—whose volumes circulate around the globe.

In 1940 the editor of JBR conceived of the International Literary Competitions for the Blind of all Faiths to stimulate the writing talent of the blind. They have shown the blind to possess a share of the wealth of the cultivated mind and literary talent.

In 1942 the Institute established the Braille Musician as a non-sectarian service to meet a vital need among professional and amateur blind musicians. Now, the Braille Musician which the Institute brought into being, is published under the auspices of the Louis Braille Music Institute of America, Inc.

In 1950 the Jewish Braille Institute realized a long and devoutly cherished dream—the publication of the Hebrew Braille Scriptures—the only edition of the Old Testament in its sacred Hebrew text, now available to the blind.

Today the Jewish Braille Institute is American Jewry's ambassador to the Jewish and non-Jewish blind throughout the world as their window on the Jews and Judaism, and a source of spiritual enfranchisement and cultural sustenance.

In 1954 the first Yiddish Talking Book was produced. It is the classic, *Tevye, the Dairyman,* by Sholom Aleichem. This was particularly done for the elderly Yiddish-speaking blind, who with rare exceptions do not know braille.

All services of the Jewish Braille Institute are provided free of cost and without any social service investigation. The Institute is democratic and integrative in philosophy and operation. The result is that projects are selected, and the manner of their implementation is determined by the democratically expressed wishes of the visually handicapped who help make Institute policy and whom it is dedicated to serve.

In striving for integration the Institute gives special educational preparation to any blind child to the point where the child can be integrated into the synagogue religious school of his own choice in his own community together with sighted children. The Institute thereafter provides all the necessary English and Hebrew braille books, and materials required.

The Institute is now engaged in transcribing the first Prayerbook in Hebrew and English Braille ever done. The Prayerbook will be sent as a gift to any blind person requesting it. It will permit the Jewish blind to attend services and to be integrated in worship together with their sighted co-religionists.

The first authorized Jewish version of the Hebrew Scriptures in English Braille is currently being transcribed.

JOHN MILTON SOCIETY

A WORLD-WIDE SERVICE TO THE BLIND BY UNITED PROTESTANTISM

In 1928, representatives of the leading Protestant denominations decided to establish an agency to provide Christian service to those who are blind. The obvious need was for religious literature free from sectarian emphasis and with a breadth of interest appealing to readers from a wide variety of denominations. To identify the nature and spirit of the service to be performed by this interdenominational agency, the name John Mitlon Society was chosen, recalling the blind author of great religious poetry who was not only spokesman for the Puritan cause in Cromwell's time but also the stalwart champion of the freedom to publish without ecclesiastical and political interference.

Beginning with a monthly magazine in braille, this service has grown and expanded to include a number of publications, aimed at different needs and presented in talking book form as well as braille. As a result of contacts and correspondence growing out of this publishing service a considerable amount of pastoral counseling is done with blind persons and with families of those who are blind. With cooperation from blind readers in the United States and Canada, a program of overseas service is maintained for Christian schools and homes for the blind.

"John Milton Magazine" a religious digest in grades 1½ and 2 braille for blind adults, with readers in more than 60 countries.

"Discovery" a story magazine for boys and girls, which goes to some 40 countries.

"John Milton Sunday School Quarterly" published in both grades of braille, with notes on the International Sunday School Lessons.

"John Milton Talking Book Magazine" a quarterly periodical with two records per issue. These 12 inch talking book records play for approximately 19 minutes on each side, and contain sacred music, bible reading, religious poetry, articles and editorial comment. Articles included are written by (and in many cases recorded by) some of the outstanding leaders in Protestant church life. This magazine, now published in approximately 5,000 copies per issue, is sent to talking book readers in over 25 countries.

"John Milton Recorded Sunday School Lessons" present the same material as appears in the braille Sunday School Quarterly. (By offering these lessons in both forms, this service becomes available to all of the more than 1,000 blind Sunday school teachers in the United States and Canada, as well as to other students of the Bible.)

A variety of books and pamphlets are published in braille including Christmas Carols, prayers for younger and older children, an annual Motto Calendar, the annual World Day of Prayer Service, books on the Christian faith, and devotional aids. Latest addition to the list is Hymns for Worship, containing 100 commonly used hymns with words and melodic line in one volume.

During the years since World War II, the blind readers of material published by this Society have made annual contributions to the Overseas Christmas Fund, to which additional sums have been added from general receipts. These amounts make possible modest grants of aid to Christian schools and homes for those who are blind in Protestant mission fields overseas; subsidy to Christian magazines in braille in several Asian languages; and scholarship aid to selected and qualified teachers (blind or sighted) for special training in the education of blind children and adults in their respective homelands.

The mission of the John Milton Society is to impart spiritual strength, inspiration and new hope to the blind through Christian literature in braille and talking book form and through a variety of pastoral ministries which bring the light and cheer of the Christian faith to thousands on this continent and in more than 60 countries around the world. Helen Keller has been its president for twenty-four years. The extent and continuance of its services depend wholly on voluntary contributions. Its offices are located at 160 Fifth Avenue, New York 10, New York.

LEADER DOGS FOR THE BLIND

Rochester, Michigan
John G. Garlinghouse, President
Harold L. Pocklington, Executive Director

Leader Dogs for the Blind, a non-profit training center, serves the United States, Canada and several foreign countries. The school cooperates with all agencies endeavoring to furnish rehabilitation for their blind. Located close to 45% of the nation's blind, the organization expands with the demand for service.

An expert instructor staff, through experience and research, has developed modern efficient training methods. Leader Dogs are trained to recognize the hazardous conditions under which the blind person must travel.

Classes are arranged in small groups of six to permit special attention to individuals with isolated problems. The informal, homelike atmosphere in the dormitory is provided to establish complete relaxation which enables the student to make rapid adjustment.

Students are selected on the basis of their requirements for a Leader Dog. No eligible person is ever denied the privilege of using a well-trained Leader Dog.

By minimizing the handicap of blindness through concentrated attention to the development of abilities which make this possible, the individual enrolled at the school is restored to his normal place in society.

NATIONAL BRAILLE PRESS, INC.

88 St. Stephen Street, Boston 15, Massachusetts

The National Braille Press, Inc., is a charitable organization, dependent entirely on private contributions, publishing for free distribution: WEEKLY NEWS, a current events magazine for the blind, printed in Braille Grade 2; OUR SPECIAL, a monthly magazine for blind women, printed in Braille 1½; THE HOME TEACHER, a professional journal for home teachers and social workers, printed in Braille Grade 2. It maintains a volunteer Hand Braille Transcribing Department, Music Braille Transcription and a Recording Department for recording textbooks for High School and College Students. Also, it accepts contracts for the publishing of other Braille periodicals, but not for profit.

Founded as the Braille Weekly Publishing Company, January, 1927; incorporated under its present name under the laws of the Commonwealth of Massachusetts, May 29, 1929.

Purpose: Embossing, printing and circulating in the United States and Canada reading matter for the blind; promoting finger reading and assisting the blind to become happier and better informed citizens. The organization employs 18 persons on its project, eight of whom are visually handicapped.

Distribution: Thorughout the United States and its possessions, and to English—speaking readers all over the world.

Officers: President and Assistant Treasurer, Walter I. Badger, Jr., Boston; First Vice-President, Hugh Whitney, Boston; Second Vice-President, Mrs. Elmore I. MacPhie, West Newton; Secretary, Mrs. Richard D. Fay, Cambridge; Treasurer, Charles Boyden, Boston; Managing Director, Francis B. Ierardi, 88 St. Stephen Street, Boston 15, Massachusetts.

LOUIS BRAILLE MUSIC INSTITUTE OF AMERICA, INC.

140 West 58th Street, New York 19, N. Y.
Dr. Sigmund Spaeth, President
Albert G. Gorson, Executive Vice President

The Louis Braille Music Institute, the only institution in the world devoted exclusively to music for the blind, was founded by the late Leopold Dubov. It provides multiple music services for the sightless:

Publishes *The Braille Musician,* a bi-monthly digest of ink-print music magazines, founded in 1942;

Distributes standard Columbia and RCA-Victor long-playing phonograph records with braille labels and braille jackets, through The American Record Club for the Blind;

Offers a free Vocational Guidance Program and Music Information Service under the direction of Dr. Spaeth;

Publishes the William C. Handy Library of Popular Music providing words and music in braille;

Sponsors an annual Music For The Blind Month, October 15 to November 15, to encourage wider employment of sightless musicians and to acquaint all the blind with the Institute's services available to them.

Membership dues: $3.00 a year for individuals and $5.00 a year for institutions, including all issues of *The Braille Musician,* William C. Handy Library, and Vocational Guidance Service.

Record Club dues: $5.00 a year, including selection of any two records; additional records are available to members at $3.00 each, including packing and mailing.

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THE MATILDA ZIEGLER MAGAZINE FOR THE BLIND
MONSEY, NEW YORK

Published by the

Matilda Ziegler Publishing Co. for the Blind, Inc.

Founded nearly 50 years ago *Howard M. Liechty, Managing Editor*

Three editions monthly: Braille, New York Point, Moon

"The Ziegler" is a byword among blind people and those engaged in work for the blind. It holds a unique place in the field of periodical literature in raised type and is characterized by consistently interesting and informational reading matter and by an enlightened and responsible approach to blind people and blindness.

There is no particular or exclusive "message" in its content—no motive in publishing and distributing this magazine except to provide good periodical literature on a wide range of subjects. The content is "popular"—both serious and light—and is selected to appeal to the reading interests of all ages from the 'teens up—some of particular interest to people who are blind and some of interest to anyone regardless of handicap, education, race, religious persuasion, or any other distinction. Content is determined according to an editorial policy governed by commonly accepted high ethical and moral standards.

The nearly 10,000 active readers on its mailing list in the U. S. and overseas constitute probably the largest group reading any raised type periodical in this country.

There is no subscription charge. New readers are invited. Enrollment for a copy each month, in the type preferred, can be requested by writing to the publishing office. Home teachers and other workers are specially invited to recommend the Ziegler Magazine to blind persons.

Incidental Helpful Services Also Provided by the Ziegler Magazine:

Special prices to blind persons—

Remington portable typewriters
Baby Ben alarm clocks marked for touch reading
Playing cards embossed in Moon type

Thousands have benefited from these services

The Publishing Company is a non-profit organization; no charges made for facilities and services

NATIONAL INDUSTRIES FOR THE BLIND

15 West 16th Street, New York 11, New York

National Industries for the Blind, founded by the American Foundation for the Blind, is a non-profit organization incorporated September 13, 1938, under the laws of the State of New York. Its principal purpose is to allocate orders to workshops for the blind under the direction of the Committee on Purchases of Blind-made Products, a committee set up under the provisions of the Wagner-O'Day Act, which authorizes the Federal departments to purchase brooms, mops, and other suitable commodities from workshops for the blind.

National Industries for the Blind is governed by a Board of Directors, with the general committee on Sheltered Workshops for the Blind acting as an Advisory Committee. All major policies are discussed with this committee.

Services available to workshops relate to the production and sale of blind-made products, industrial homework and fund raising.

THE NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS

1790 Broadway, New York 19, New York

The National Society for the Prevention of Blindness was founded in 1908 to carry on a nationwide program to eliminate preventable loss of sight. Its objects are:

1. To discover through study and investigation any causes which may result in blindness or impaired vision.
2. To advocate measures which shall lead to the elimination of such causes.
3. To disseminate knowledge concerning all matters pertaining to the care and use of the eyes.

The Society's preventive program for both children and adults is carried out through field consultation service, publications, statistical service, personal interviews and all means of public education. It coordinates its work with that of other organizations in all places of saving sight. Grants are made to medical schools and eye laboratories for basic and clinical research in the blinding eye diseases. Literature, exhibits, lectures, charts and staff consultation in sight-saving projects are available on request. It publishes the following periodicals: *Sight-Saving Review,* quarterly, $2.50 a year; *Prevention of Blindness News,* published four times a year, sent free upon request; *Wise Owl News,* (for industry) published four times a year; and Annual Report.

RECORDING FOR THE BLIND, INC.

745 Fifth Avenue, New York 22, New York

Recording for the Blind, Inc., was formed on May 16th, 1951 under a three-year terminal grant from the Fund for Adult Education. Since the expiration of this grant, the work has been supported by public contributions. The express purpose of the organization is to record for the adult blind, books which are not available in Braille or from the Library of Congress "Talking Book" program. These books are of particular assistance to students enrolled for formal study at colleges and universities throughout the country and studying at home by correspondence.

There are ten Member Units of Recording for the Blind, Inc., now operating across the nation, including the Unit in New York City. There are almost a thousand volunteer members who read books on many subjects and in several languages. These readers are passed upon by a panel of blind listeners, who judge the voices on the basis of clarity and quality.

Day-to-day requests for books are met by recording the volumes on small vinylite discs. These discs can be played back by the recipient on any one of the following: (1) The new Model C Talking Book Machine; (2) The Model B Talking Book Machine; and (3) A Sound-Scriber Machine. As each five discs are recorded, they are mailed directly to the student and every effort is made to keep up with his assigned schedule of studies. When he has finished with the records, the student returns them and they are then deposited in a designated library for re-circulation.

In addition to this system of sending out "rush" books, there is a program under which multiple copies of a book are made available for circulation through libraries handling material for the blind. The American Foundation for the Blind, Inc., does the special embossing onto small discs from tapes recorded by Recordings for the Blind, Inc. These discs are mailed out as complete books, in albums, packaged in cases franked: "FREE MAIL FOR THE BLIND:"

For a list of books already recorded, write to Recording for the Blind, Inc., 745 Fifth Avenue, New York 22, N. Y.

There is no charge for these services.

Volunteer readers, Unit chairmen, supervisors and monitors, the Board of Directors and the small staff at hedaquarters are dedicated to the purpose of maintaining the quality, uniformity, clarity and promptness of recordings.

ROYER-GREAVES SCHOOL FOR THE BLIND

South Valley Road, Paoli, Pennsylvania
Dr. Jessie Royer Greaves, Principal and Chairman of the Board

This school, formerly at King of Prussia, was established and is conducted for retarded blind children. Here pupils are trained in school work, music, hand crafts and those home duties so essential to their future usefulness and happiness.

To meet the extra demands made by premature babies, a junior unit has been established on a large farm six miles from Coatesville. Here, with equipment and furnishings particularly adapted to them, little folks have an opportunity for physical and mental development.

Each unit is conducted as a normal family with its natural home life. Pupils are registered from ten States, and former pupils are living full and busy lives.

Paoli is on Lincoln Highway, Route 30, and the Main Line of the P.R.R. All through trains stop at Paoli, and the trip to New York may be made without change of cars.

THE SEEING EYE, INC.

Morristown, N. J.

Henry A. Colgate, President & Chairman of the Board
George Werntz, Jr., Executive Vice-President

The Seeing Eye is a national philanthropic organization established to assist rehabilitation of blind men and women through the use of dog guides. Its purposes are: breeding dogs suitable for guide work or obtaining them from other sources; training dogs to guide the blind; teaching blind people how to use the dogs, and teaching sighted men to become instructors.

It was founded in 1929 by the late Mrs. Dorothy Harrison Eustis. The Seeing Eye has no branches and does not duplicate the activities of state or local agencies for the blind, but cooperates closely with them in the common purpose of improving the status of blind persons. Its service is available without discrimination to any eligible blind man or woman. Eligibility is based upon physical and mental fitness, character and need. No eligible person is denied the service because of lack of funds. More than 2,300 blind men and women have each been served at least once by The Seeing Eye during its 27 years of existence.

Since it is a membership organization it does not participate in benefits, raffles or similar events and permission is never granted by the organization to sell tickets or articles said "to help The Seeing Eye."

As a pioneer organization, The Seeing Eye recognizes its responsibility to set and maintain standards worthy of the confidence of blind persons and the endorsement of the public. Both the quality of its work and the nature of its policies have that end in view.

XAVIER SOCIETY FOR THE BLIND

Rev. John H. Klocke, S. J., Director
Rev. Justin J. Reimondo, S. J., Assistant-Director
154 East 23rd Street, New York 10, N. Y.

The Xavier Society for the Blind, founded in 1900, supplies reading matter, especially Catholic literature, to the blind, regardless of creed. It is a non-profit, charitable organization, dependent solely upon contributions.

One of Xavier's Braille publications is the CATHOLIC REVIEW, 56 pages. This religious-literary magazine, in grade two, is sent free to any blind person throughout the world. Another free publication of world-wide circulation is the CATHOLIC CALENDAR, 44 pages, which lists every day of the year, and includes all the Saints' days, days of fast and abstinence, and a daily pious practice.

The Xavier Society has published many plated books in grade two. These may be obtained free on loan or purchased below the actual cost of production. Among these books are the New Testament, revised Challoner-Rheims version (10 volumes), Confidence in God, Abandonment to Divine Providence, and Catechism of Christian Doctrine. A Catalogue of the Xavier plated and hand-transcribed books may be obtained free on application.

The Xavier Library contains over 5,000 volumes of Braille books which are available free on loan to any blind person in the United States and Canada. The greater number of these books were transcribed by volunteer workers at home and were then made into book form in the Xavier workshop. In this collection are many excellent, spiritual books and also many outstanding books of modern fiction, biography, etc. A Catalogue of these books, published in mimeographed form and in Braille, may be obtained free from the librarian.

The Xavier Society has published the following Talking Books: The New Testament, revised Challoner-Rheims version; The Book of Psalms, revised version; The Imitation of Christ, and Father Smith Instructs Jackson. These Talking books may be obtained free on loan. The blind may also purchase them in sets at 50¢ a record. Records purchased, are shipped in cardboard cartons. There is an additionl charge for records shipped in special fibre mailing containers or in albums.

HV1788 c. 2
A
American Association of Workers
for the Blind, 1956.

Date Due

HV1788 c. 2
A

AUTHOR
American Association of Workers

TITLE
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DATE ~~LOANED~~ DUE	BORROWER'S NAME
~~4-28-72~~	~~C. Posner~~
~~5/17/73~~	~~Susan Kleffe~~
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AMERICAN FOUNDATION
FOR THE BLIND INC.

C-5

PROCEEDINGS

OF THE

THIRTY-FIRST CONVENTION

6639(6)

OF THE

American Association of Workers for the Blind, Inc.

LaSalle Hotel

Chicago, Illinois

July 7-12, 1957

Price $4.00

Printed in U.S.A.

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‡For group components see "Constitution", page 230.

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Winfield S. Rumsey, Chairman; *Arthur L. Voorhees, Vice-Chairman; William J. Bryan; *William M. Cannon, Ph.D.; Elizabeth L. Hutchinson; *Allen G. Jenkins; *Roy Kumpe; Bernece McCrary; *Douglas C. MacFarland, Ph. D.; *Clifford Stocker; William Young

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*Visually handicapped.
†Deceased, March 6, 1957.

1957 CONVENTION COMMITTEES

HOST COMMITTEE

*Holland N. Horton, President, Illinois Association of Workers for the Blind, Inc., Chairman; David Adams; Dr. E. C. Cline, State Supervisor, Division of Vocational Rehabilitation; Mrs. Dorothy Bryan, Assistant Director of Education of Exceptional Children, Blind and Partially Seeing, Illinois Department of Public Instruction; *Raymond M. Dickinson, Superintendent, Illinois Industrial Home and Services for the Blind; Mrs. S. E. Ezekelian, President, Blind Service Association; Leo J. Flood, Superintendent, Illinois Braille and Sight Saving School; Ray Graham, Assistant Superintendent, Director of Special Education for Exceptional Children, Illinois Department of Public Instruction; Mrs. Ben Humphries Gray, Executive Secretary, Illinois Society for the Prevention of Blindness; Ralph R. Ireland, Executive Director, Chicago Lighthouse for the Blind; Garrett W. Keaster, Executive Director, Illinois Public Aid Commission; William F. Lynch, Director, Catholic Guild for the Blind; Donald McClurg, President, Parents of the Blind, Inc.; George Magers, Regional Supervisor, Illinois Division of Vocational Rehabilitation; *Homer Nowatski, Chief, Services for the Blind, Division of Vocational Rehabilitation; Dorrance C. Nygaard, Director, The Hadley School for the Blind; *George C. Piper, Executive Director, Business Opportunities for the Blind; Marian Quinn, Coordinator, Special Services, Arch Diocese, Chicago; *Mrs. Lillian Rosenbom, Teacher, Department of Public Welfare, Division for the Blind; Alex J. Skrzypek, Librarian for the Blind, Chicago Public Library; Ethel M. Wright, Supervisor, Classes for the Blind and Partially Seeing, Chicago Public Schools.

PROGRAM COMMITTEE

*Hulen C. Walker, Chairman; H. B. Aycock; *S. J. Evans; Marjorie S. Hooper; *J. Milton Johnson; Dorrance C. Nygaard; H. A. Wood

AUDITING COMMITTEE

Arthur V. Weir, Chairman; Charles W. Foote; Allan W. Sherman

NECROLOGY COMMITTEE

*Ethel Heeren, Chairman; *J. Milton Johnson; Edward J. Waterhouse, Litt.D.

RESOLUTIONS COMMITTEE

*Arthur L. Voorhees, Chairman; Mrs. Kathryn C. Barkhausen; Mrs. Mary K. Bauman; Harry Simmons; Byron Smith

*Visually handicapped.

OFFICIAL REPRESENTATIVES FROM INTERNATIONAL AND NATIONAL ASSOCIATIONS

AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND—Robert H. Thompson, Pd.D., President; Superintendent, Michigan School for the Blind, Lansing, Michigan.

BLINDED VETERANS ASSOCIATION—*Darwin W. Niles, Field Representative, Hammond, Indiana.

CANADIAN COUNCIL OF THE BLIND—*Norma E. Hughes, Secretary-General, London, Ontario.

LIONS INTERNATIONAL—Roy Keaton, Director-General, Chicago, Illinois.

NATIONAL DEAF-BLIND HELPERS' LEAGUE—Edward Evans, C.B.E., M.P., President, Peterborough, England.

NATIONAL DEAF-BLIND HELPERS' LEAGUE—**Arthur R. Sculthorpe, M.B.E., General Secretary, Peterborough, England.

NATIONAL REHABILITATION ASSOCIATION—E. B. Whitten, Executive Director, Washington, D. C.

WORLD COUNCIL FOR THE WELFARE OF THE BLIND—*Colonel E. A. Baker, O.B.E., M.C., Croix de Guerre, N.Sc., LL.D., President, Toronto, Ontario.

*Visually handicapped.
**Deaf-Blind

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*Visually handicapped
**Deaf-blind

MINUTES OF GENERAL SESSIONS AND BUSINESS MEETINGS

SUMMARY OF OPENING SESSION

Sunday, July 8, 1957—8:00 p.m.

The 31st Convention of the Association was called to order by Mr. Holland Horton, President of the host organization, the Illinois Association of Workers for the Blind, Inc., Chicago. The Most Reverend Raymond B. Hillinger, Auxiliary Bishop of Chicago, offered the Invocation. Addresses of welcome were then presented by Otto L. Bettag, M.D., Director, Illinois Department of Public Welfare, Springfield (see page 6); Alderman Herbert F. Geisler, Chicago (see page 8); and Mr. Raymond M. Dickinson, Superintendent, Illinois Industrial Home and Division for the Blind, Chicago (see page 9). Miss Marjorie S. Hooper, Braille and Large Type Editor, American Printing House for the Blind, Louisville, Kentucky, responded on behalf of the Association (see page 11). The Presidential Address was then presented by Mr. Joseph F. Clunk, Managing Director of the Philadelphia Branch of the Pennsylvania Association for the Blind, and President of the A.A.W.B. (see page 13), which was followed by the reading of a number of telegrams of congratulations and best wishes for a successful convention. A reception followed.

MINUTES OF THE GENERAL SESSIONS

The General Sessions of the 1957 Convention were three in number, held on the mornings of Monday and Wednesday, July 8th and 10th respectively, and Thursday afternoon, July 11th, at which times formal papers were presented followed by discussion and answering of questions from the floor by the speakers. (See pages 20, 35, and 50, respectively, for the papers presented).

MINUTES OF BUSINESS MEETINGS

Thursday, July 11th—9:30 a.m.-1:00 p.m.

President Clunk opened the session by announcing that, following the death in early March of Alfred Allen, Secretary-General of the Association for nearly eighteen years, a number of contributions had been received for the purpose of setting up an Alfred Allen Memorial Fund. He had, therefore, appointed a Committee to consider the manner of establishing and the purpose of such a fund, with the following membership: Peter J. Salmon, Chairman; Colonel E. A. Baker; M. Robert Barnett; Francis J. Cummings, Ph.D.; Irene Frankenthaler; Berthold Lowenfeld, Ph.D.; A. V. Weir; and H. A. Wood; with himself and

Hulen C. Walker, ex-officio members. Mr. Salmon reported that it was the recommendation of the Committee that an award be made each year at the Membership Breakfast to a person who has distinguished himself in the field of direct services to blind persons. Mr. Salmon therefore moved, seconded by William M. Cannon, Ph.D., that a simple award should be established, to be known as the "Alfred Allen Memorial Award," and that this award should be presented each year to a person who has distinguished him or herself in the field of direct services to the blind. The motion was carried unanimously.

Mr. Roy Kumpe, Chairman, then read the Report of the Legislative Committee, which was adopted unanimously. (See page 62 for Report).

Following the reading of the Report of the Ethics Committee (see page 63) by Francis J. Cummings, Ph.D., Chairman, which Report was adopted unanimously, Mr. Irving Selis rose to a point of information concerning the resolution adopted at the Los Angeles Convention in 1956 directing the President to appoint a committee of five to study and bring back to the 1957 Convention comments and suggestions on the Code of Ethics. Mr. Selis stated that, while the Committee had been appointed, it had not functioned to date, and that it would be the duty of the incoming President to see that another committee, composed of the same or other appointees, should carry out the provisions of the original resolution. Following considerable discussion, Reverend A. D. Croft, seconded by Stanley Wartenburg, moved that the incoming President be empowered to appoint a committee to fulfill the purpose of the resolution adopted at Los Angeles. Motion carried unanimously. (See pages 234-235 for Code of Ethics with amendments).

The Report of the Board of Certification of Home Teachers (see page 65, and the Report of the Board of Directors (see page 66) as prepared by Hulen C. Walker, Acting Secretary-General, were read by Paul J. Langan and unanimously adopted.

The Convention then turned to consideration of the proposed amendments to the Constitution and By-laws as previously circulated in writing to the membership thirty days before as provided in the Constitution. Colonel E. A. Baker moved, seconded by Francis J. Cummings, Ph.D., that the entire Constitution and By-laws, with the proposed changes, be read in toto, and that each proposed amendment then be voted on individually, which motion was carried unanimously. The entire Constitution and By-laws were thereupon read through by Mr. H. A. Wood, with all proposed changes, deletions, additions, and substitutions carefully noted. (See page 230 for Constitution and By-laws as finally amended). Voting on the proposed amendments was as follows:

ARTICLE III, SECTION 3, OF THE CONSTITUTION (an addition):

> Additional groups may be formed from time to time by action of the Board of Directors; provided that a minimum of fifty (50) members in good standing will be required of all new groups so formed.

Mr. Calvin Glover, seconded by Mr. Peter J. Salmon, as representatives of the Past-Presidents Committee (which Committee had been constituted by resolution at the Quebec Convention in 1955 as an advisory committee to the Board of Directors, particularly to give consideration to changes in the Constitution and By-laws), moved that the amendment be amended by the following addition:

> and provided further that such action of the Board is approved by a two-thirds (2/3) vote of the membership present and in good standing at the next business meeting of the Association.

It was moved by Mr. Stanley Wartenburg, and duly seconded, that the amendment be amended to reduce the minimum of fifty (50) members to twenty-five (25), which amendment was lost.

Mr. Roy Kumpe then moved that the amendment, as amended by the Past-Presidents, be adopted. A motion was made to table consideration of all the amendments at this Convention, which was overwhelmingly voted down. The amendment, as amended by the Past-Presidents, was finally carried.

ARTICLE IV, SECTION 1, OF THE CONSTITUTION, providing for the addition of the office of Third Vice-President, and the deletion of the elective office of Secretary-General:

Mr. Floyd Cargill, seconded by Mr. George Magers, moved the adoption of this amendment, which was carried unanimously.

ARTICLE IV, SECTION 2, OF THE CONSTITUTION (an addition):

> The first Vice-President shall automatically succeed to the Presidency two years after his election; and shall exercise the duties of the office of the President in the event the office of the President becomes vacant; or in the judgment of the Board of Directors, the President is found to be incapacitated.

Mr. Salmon moved, seconded by Mr. Arthur L. Segal, that the following provision be added to the above amendment:

> provided further that such action of the Board may be set aside by a two-thirds (2/3) majority vote of the membership present and in good standing at the next business meeting of the Association.

The amendment, as amended, was carried.

OTHER AMENDMENTS TO CONSTITUTION AND BY-LAWS:

Mr. Charles L. Coombs then moved that all rewordings in the Constitution and By-laws, including the change from "Elected President" to "President" in Article IV, Section 1 of the Constitution, made necessary by adopted amendments, should be approved. Seconded by Mr. Hulen C. Walker, the motion was carried.

Dr. William M. Cannon, seconded by Mr. John Warriner, then moved that the rest of the proposed amendments be considered at one time. Motion carried. Mr. William E. Bartram thereupon moved, seconded by Miss Margaret Hano, that the remaining amendments be adopted. Motion carried.

Mr. Coombs asked that an amendment be brought to the next convention providing for the appointment of an official Parliamentarian for all General Business Meetings. President Clunk pointed out that such is provided for in ROBERT'S RULES OF ORDER, the official parliamentary authority for the Association, and that three people had been asked to act at this Convention, none of whom had been able to serve.

Mr. Alfred Severson suggested to the membership that, in view of the need to save expenses for the Association, consideration be given to the thought that the published PROCEEDINGS be cut to the official Minutes and other necessary permanent records, and that *The New Outlook for the Blind* be asked to publish the papers presented at conventions.

Mr. Hulen C. Walker, Acting Secretary-General, then presented the slate of nominees for officers of the Association for 1957-1959, and member of the Ethics Committee for 1957-1962, as follows:

President—Hulen C. Walker

First Vice-President—H. A. Wood

Second Vice-President—Jake Jacobson

Third Vice-President—Marjorie S. Hooper

Treasurer—Philip N. Harrison

Member of Ethics Committee—Arthur L. Voorhees

Mr. Hollond Horton moved that the report be received, and that the officers be voted upon separately. Motion seconded by Beatrice Wilding. Colonel E. A. Baker, seconded by Francis J. Cummings, Ph.D., moved an amendment that the slate of officers as presented be taken as read, which motion was withdrawn, and the original motion was carried. The voting then proceeded as follows:

For *President*—(no vote was required, since Mr. Hullen C. Walker automatically became President in accordance with the new amendment to the Constitution voted earlier).

For *First Vice-President:* Mr. Stanley Wartenburg, seconded by Mr. Arthur L. Segal, moved that the nominations be closed, and the Secretary-General was ordered to cast one vote for the election of Mr. H. A. Wood.

For *Second Vice-President:* Mr. Homer F. Nowatski, seconded by Mr. Holland Horton, nominated Mr. Raymond M. Dickinson from the floor. Miss Myrtle Garris then moved that the nominations be closed, which motion was seconded and carried. A standing vote was taken, giving the election to Mr. Jake Jacobson.

For *Third Vice-President:* Mr. Holland Horton, duly seconded, nominated Mr. Raymond M. Dickinson from the floor. Mr. Homer F. Nowatski, seconded by Mr. Philip N. Harrison, then moved that the nominations be closed, which motion was carried. By a standing vote, Miss Marjorie S. Hooper was elected.

For *Treasurer:* Mr. Arthur V. Weir, seconded by Mr. J. Milton Johnson, moved that the nominations be closed, and Mr. Philip N. Harrison was unanimously elected.

For *Member of the Ethics Committee* (for five years): Mr. Irving Selis, seconded by Mr. Paul Knowles, nominated Mr. Joseph F. Clunk from the floor. Mr. L. G. Williamson, seconded by Mr. Robert Moore, moved that the nominations be closed. A standing vote was then taken, giving the election to Mr. Arthur L. Voorhees.

Friday, July 12th—9:15 a.m.-12:00 m.

The meeting opened with Reports of the American Foundation for the Blind (see page 68) by Mr. M. Robert Barnett, Executive Director; the American Association of Instructors of the Blind (see page 68), by Robert H. Thompson, Pd.D., President; and the World Council for the Welfare of the Blind (see page 70), by Colonel E. A. Baker, President.

The Reports of the Necrology Committee (see page 73), Ethel Heeren, Chairman; the Auditing Committee (see page 75), Arthur V. Weir, Chairman; the Recreation Committee (see page 100), Fuller R. Hale, Chairman; and the Joint Uniform Braille Committee (see page 77), Paul J. Langan, Chairman, then followed, all of which were adopted as published in these PROCEEDINGS.

Report of Resolutions Committee

In presenting the Report of the Resolutions Committee, read by Mrs. Mary K. Bauman, Mr. Arthur L. Voorhees, Chairman, stated that the first four resolutions only were being presented from the Resolutions Committee, and that the fifth resolution, because of its legislative nature, was being presented at this time as a courtesy to the Legislative Committee. Following discussion and corrections in wording from the floor, the five resolutions were adopted as published on page 80.

Invitations For 1959 Convention

The Acting Secretary-General presented a number of invitations, some of which were from convention bureaus of various cities but without backing from local organizations for the blind. Upon motion of Mr. Selis, duly seconded, it was voted to consider only those invitations coming from agencies for the blind. Representatives from agencies for the blind in three cities then presented their invitations, as follows: Little Rock, Arkansas; Detroit, Michigan; and New Orleans, Louisiana. Mr. M. Robert Barnett reminded the membership that, by resolution passed in 1954, no invitations could be accepted for conventions of the Association in communities where segregation was in force. The invitations from New Orleans and Little Rock were therefore automatically deleted from consideration, and the invitation to hold the 1959 Convention at the Hotel Statler, Detroit, Michigan, was accepted unanimously.

New Business

By a rising vote, Miss Irene Frankenthaler, former secretary to Mr. Alfred Allen, was tendered the grateful thanks of the Association for her untiring services, particularly during the difficult period following Mr. Allen's death.

Mr. Alexander F. Handel moved that consideration be given to the suggestion made the day before by Mr. Alfred Severson, e.g., to reduce the published PROCEEDINGS to official actions and necessary permanent records of the Association by asking *The New Outlook for the Blind* to publish the papers of the conventions. After considerable discussion, with suggestions from various members as to necessary inclusions in the PROCEEDINGS, and it being pointed out that it is the prerogative of the Editor of *The Outlook* to edit and include only those materials deemed of worth to the periodical, Mr. Handel's motion was seconded and carried as follows:

> That the Board of Directors give consideration to the thought of asking *The New Outlook for the Blind* to publish the major papers of each convention, thereby reducing the size and cost of the published PROCEEDINGS to the annual business and necessary permanent records of the Association.

INSTALLATIONS OF OFFICERS FOR 1957-1959

The officers for the 1957-1959 biennium were then presented to the Convention, and Mr. Clunk turned the gavel over to the new President, Hulen C. Walker.

There being no further business, the 1957 Convention was adjourned until the 32nd Convention to be held in Philadelphia, Pennsylvania, date to be determined by the Board of Directors of the Association.

Respectfully submitted,
Hulen C. Walker,
Acting Secretary-General

PAPERS PRESENTED AT OPENING SESSION

ADDRESS OF WELCOME

Otto L. Bettag, M.D., Director
Department of Public Welfare
State of Illinois

This is a pleasure I had not anticipated prior to last Monday morning. On that morning, I received a call from Governor Stratton, informing me that he would be unable to be present here tonight and asking if I would appear in his behalf. It is my great privilege and pleasure, then, to bring to you an official greeting and warm welcome from Governor William G. Stratton.

On Wednesday afternoon, I received another call. Senator Dirksen—who had been looking forward to this visit with you tonight—would not be able to keep his appointment. . . It is my great privilege and pleasure, then, to bring to you an official greeting and warm welcome from Senator Everett M. Dirksen.

To theirs, let me add my personal welcome . . . and the heartiest of welcomes from the people of the state of Illinois.

It is a welcome this fine Association unquestionably merits. Over the years, the A.A.W.B. has breathed vibrant life and rich meaning into the words: "*workers* for the blind." In and through your Association, you have pooled the knowledge, wisdom and experience of each worker in this field and made it available to all.

This has been no mere "paper organization"; its service *to* the blind, and to the workers *for* the blind, has never been simply "lip service." You have never been content *solely* to compile and disseminate existing knowledge. Yours has always been a dynamic organization, unceasingly working to translate knowledge into beneficial action. You do not simply point out the road to a better life to those you serve. You walk with them, until they are able and eager to stride forward on their own. That is why both Governor Stratton and Senator Dirksen particularly asked that I express their personal regrets at not being here tonight. . . and their hopes that this 31st Convention will prove as fruitful as the 30 which preceded it.

I have been glancing through your program. If the array of illustrious individuals gathering here is any criterion, their hopes will certainly be realized.

The temptation to "brag a little" about your host state of Illinois is irresistible. Your host organization—the Illinois Association of Workers for the Blind — can be justifiably proud of its record. It is constantly validating, by action, the belief that the blind and visually handicapped are rich sources of social and economic values. Its members, individually and collectively, are proving that service in this field can return valuable dividends to the entire community.

On page two of your program book, the members of your host committee and their affiliations are listed. That listing points up the blending of public and voluntary agencies which seems the rule, rather than the exception, in Illinois. From personal observation and experience, I believe that the cooperation by and between public and voluntary service agencies in Illinois is not excelled anywhere in the nation.

As Director of the Illinois Department of Public Welfare, I am proud of what our department is doing in this service area. Yet this pride is subordinate to grateful recogni-

tion that the *tremendously greater total effort* is achieved through cooperative linking of public and voluntary agencies.

Our state government — as the common agent for the people of Illinois — recognizes its responsibility to assure certain special services to its blind and visually handicapped residents. It works to meet this responsibility in two ways: by providing services wherever necessary; by inspiring and assisting others to provide them wherever possible. By so doing, it works to perpetuate the democratic principle that the welfare of all citizens should be an active concern of each citizen.

Let me briefly outline some of the ways in which the state government demonstrates its acceptance of this responsibility. As I do so, I ask you to note how these state functions and facilities are represented in the membership of your host committee.

The Division of Vocational Rehabilitation is represented on the committee by Dr. E. C. Cline, State Supervisor, and Homer Nowatski, Chief of the Division's Services for the Blind. Perhaps no other state facility works so closely with so many public and voluntary agencies. This Division utilizes every possible method and means of providing vocational training and employment opportunities for the blind and visually handicapped. It is doing an exceptional job in the counseling of high school students, and enlisting all responsive sections of commerce and industry in its job placement programs. As just one example of this blending of public and voluntary agencies, the Illinois Vending Stand Program comes to mind. In this program, the Division of Vocational Rehabilitation and Business Opportunities for the Blind—a not-for-profit organization headed by highly competent businessmen—link many other agencies and businesses in an important service to the blind.

The state Office of Public Instruction is represented on your host committee by Ray Graham, Assistant Superintendent and Director of Special Education for Exceptional Children. This important office, through its program of special education for exceptional children, inspires and assists the development of special classes for the blind and visually handicapped children in public and parochial schools throughout the state. It also offers four-year college scholarships to all qualified high school students who are blind.

Another member of the host committee is Garrett W. Keaster, Executive Director, Illinois Public Aid Commission. This Commission provides financial assistance during the period of adjustment to blindness, permanent aid to those requiring it, and includes in its medical aid program provisions for sight restoration services.

It is not with any idea of saving the best for the last that I have "skipped over" two names on the host committee.

I mentioned earlier that I am proud of the work the Illinois Department of Public Welfare is doing in this area of service. No small measure of credit for the department's accomplishments very deservedly must go to Raymond M. Dickinson, Superintendent, Illinois Industrial Home and Services for the Blind, and Leo J. Flood, Superintendent, Illinois Braille and Sight Saving School. Yet these two gentlemen—because they are gentlemen!—would be first to point out that the Department does provide other important services for the blind and visually handicapped.

The Illinois Eye and Ear Infirmary, which is a joint operation with the University of Illinois, operates a 130-bed hospital and outpatient clinic here in Chicago, and trachoma clinics in southern Illinois. This facility handles approximately 2,500 hospital admissions and 90,000 clinic visits annually as it provides much-needed services to Illinois citizens in indigent circumstances. The Infirmary is fully accredited by the Joint Committee on Hospital Accreditation, and its three-year resident training programs in otolaryngology and ophthalmology are helping to reduce personnel shortages in these critical professional areas.

Our Mental Health Services, ministering to a resident patient population of 48,000 in 13 state mental institutions—a population which, incidentally, accounts for more than one-half of the patients hospitalized daily in all of the 335 hospitals in Illinois — are actively concerned with problems arising when blindness and mental illness are encountered simultaneously.

The Illinois Braille and Sight Saving School, located at Jacksonville, is internationally known; famous both for its contributions in knowledge and in those who develop and

apply it. Under the capable direction of Leo Flood, the school provides an exceptionally well-rounded program extending from kindergarten through high school. It works in every indicated manner to fully realize the students' capacities for self-sufficiency and to prepare them for happy, healthy, productive adulthood.

I might mention here that the late and beloved Frank Hall, who was Superintendent at the school, conceived the idea for the Braillewriter and—with the late John Curtis and Edward Nolan—was instrumental in opening the first public school Braille class, in Chicago in 1900.

The Illinois Industrial Home and Services for the Blind, with its training center and headquarters here in Chicago, provides the full variety of both residential and non-residential training classes at the center, and home teaching services to the blind throughout the state.

Since its Superintendent is scheduled to follow me, I shall say no more about the services. Let me just say this about Ray Dickinson: while he refers to himself as "the best blind beggar in state service," those who know him best consider him a man of outstanding vision.

Just one more comment about the State Welfare Department: we also operate six regional offices throughout the state, thus bringing these and our other services closer to the people. In addition, our Child Welfare Services work closely with the facilities mentioned in counseling and intake studies. Through this teamwork, the Department can provide access to practically every service required by the blind and visually handicapped anywhere in the state.

Let me assure you that all of us in state service recognize and most heartily salute the tremendous contributions to the total effort made by the other public and voluntary agencies throughout the state.

Since the mention of a few would be unfair to the many not named, I would prefer simply to express our gratitude—including in it an expression of gratitude from Governor Stratton and Senator Dirksen—to all who join in service to the blind and visually handicapped throughout the state.

That expression of gratitude also applies to the American Association of Workers for the Blind, for through you and your Illinois affiliate there is made available to us in Illinois the wealth of wisdom and experience collected from workers for the blind everywhere.

All of you—workers for the blind, wherever you may serve—may be justly proud! The services you render are not only in full keeping with our highest humanitarian concepts and traditions; they benefit all by lifting from some the shackles of unnecessary dependency.

In your work, you are helping to assure brighter tomorrows for the sighted and sightless alike.

Welcome to Illinois. May God bless and prosper all of you.

ADDRESS OF WELCOME

*Herbert F. Geisler, Alderman, 34th Ward
Chicago, Illinois, City Council

It is a fortunate circumstance that, in the tenth year of my term as Alderman of the Chicago City Council, the American Association of Workers for the Blind holds its annual convention in our city, for it gives me an opportunity to acknowledge publicly the services rendered to me by members of this Association.

A product of the Braille Division of the Chicago Public Schools, I early became indebted to one of your active members, the late John B. Curtis, who pioneered and became the first Superintendent for the Sight-Saving Division in our City Schools. This experience enabled me at a tender age to associate with the sighted and to adapt to a normal existence in the community.

*Visually handicapped.

The multifarious activities in which your members engage have their impact on all segments of our blind population. In the democratic processes of a convention, a variety of views will arise. The give and take of discussion, the exchange of experiences, will eventually, it is hoped, result in a recommendation that will be carried to all parts of the country and reflect itself in even more wholesome programs for the rehabilitation and the development of the blind.

I welcome this distinguished group to our fair city and assure you that you will find here a friendly atmosphere, engendered by a warm-hearted public and sympathetic city officials. I trust your deliberations will prove valuable and your labors fruitful in affecting further progress in the work for the blind.

ADDRESS OF WELCOME

***Raymond M. Dickinson, Superintendent**
Illinois Industrial Home and Services for the Blind
Chicago, Illinois

Mr. Chairman, Bishop Hillinger, Dr. Bettag, Alderman Geisler, Members of the American Association of Workers for the Blind, and Friends:

Welcome to our great City of Chicago. We are very glad to see you all here at last. We have waited many years for the pleasure of your visit. In 1946 we prepared our house for your coming and looked forward with great anticipation and joy to your arrival. But our house caught fire and all our nice plans had to be canceled. We were all vastly disappointed. Then, we had to wait eleven long years with extreme impatience for another opportunity to entertain you. In the meantime, our home has been much improved and made more beautiful. We welcome you all with open arms. We wish we could embrace each of your personally, but even conventions have conventions. Yet, I trust there will be demonstrations enough. We want you to enjoy yourselves and see our great City of Chicago.

We hope you will not be like the farmer who came to the city to see the sights. When registering at the hotel he inquired about the time for the meals. He was informed that breakfast was served from 7 to 11, lunch from 12 to 3, and dinner from 5 to 8. He looked puzzled, so the clerk asked him what was the matter. "When am I going to have time to see the sights?" he asked. Or the Scotch physician who moved to a new town. Since he was a golf enthusiast he was invited to join the local atheltics club. He was told privately by a new friend that if he had his named inscribed on each of his golf balls they could be returned to him if lost. When asked how he wanted them marked he replied:: "Alexander McTavish, M.D., and," he hesitated, "could you squeeze in hours 10 to 3?"

In the name of the Illinois Association of Workers for the Blind, your host organization, and the Services for the Blind in Chicago and Illinois, I should like to say that now that you are here, we hope you will stay awhile and, not only participate in the important affairs of this convention, but also have time to see Chicago, the great railroad and air traffic center of the world, the home of meat-packing, iron, steel and cement. Chicago's 213 square miles and 4,000,000 people hold many interesting sights and features: the world's largest underground parking garage; our two great airports; the Prudential Life Insurance building, 42 stories high, with its beautiful top view of the city; the Wrigley Building; the Tribune Tower; the Museum of Science and Industry; our great system of non-duplicating libraries; Chicago's six universities and the Art Institute; the Congress superhighway, yet unfinished; the Shedd Aquarium; the Adler Planetarium — to name but a few. And, by all means see the Navy Pier with its huge dock, play facilities and University of Illinois. Until July 14, you can enjoy the Chicagoland Commercial Fair on the Pier, including demonstrations of all kinds, not omitting the employment of handicapped persons.

We wish you to visit, too, Chicago's work for the blind: the Chicago Lighthouse for the

*Visually handicapped.

Blind, with its new building and industrial workshop; the Industrial Home and Services for the Blind, State Department of Public Welfare, with its rehabilitation training program; the Chicago Public Library, Frederick Hild Branch, with its Braille and Talking Books; the Division of Vocational Rehabilitation, Services to the Blind Section; the vending stand program of Business Opportunities for the Blind, Inc.; the Hadley Correspondence School for the Blind; and others.

If I may be permitted a convention commercial, I might say that in Section "D" tomorrow evening, there will be a panel on Chicago's volunteer services available to blind people. Speaking of volunteers, there was a professor in a western university who taught mathematics and statistics. One day he was standing dressed in a bathing suit at the edge of a swimming pool on the university campus when a beautiful coed accidently dropped her camera into the deep end of the pool. She called to the elderly professor for help. He said he would be glad to dive down after the camera but first wanted to know why she happened to choose him when there were so many young men within easy reach to do the job. She answered: "Professor, you have apparently forgotten me, but I am in your large statistics class. I have found that you can go down deeper, stay down longer, and come up drier than anyone I know."

The Illinois Association of Workers for the Blind is an infant organization, having been brought into being only a few years ago, composed of professional and volunteer workers, and interested persons. We were materially assisted in entertaining this convention, not only by the hard work and zeal of our own members, but also by the agencies of the blind, Lions Clubs, Scout groups, and other community services. If you have a good time, that is our purpose.

Down in Virginia I understand they have good times, too. Not long ago Attorney Jake Jacobson was defending in court one of those who apparently had too good a time. The Prosecutor was examining one of the witnesses against him. After he had been on the stand for some time he turned to the judge and said in confusion: "Your honor, I just don't know what to do." "Why " asked the judge. "I swore to tell the truth," the witness replied, "but everytime I try to do it that lawyer Jacobson objects." The other day I understand one of Joe Clunk's office help came up to him and said nervously: "Please sir, I think you're wanted on the phone." "You think?" Joe snapped, "what's the good of thinking " "Well sir," the employee said meekly, "the voice at the other end said 'Hello, is that you, you old idiot'?"

But seriously speaking, we have a kind of polyglot picture here in Illinois. We have the industrialist, the gold coaster, the professional man and woman, too; the public employee, the factory worker, the welfare worker, the teacher, the worker for the blind; and blind people themselves sprinkled throughout all of these. There's the farmer, the city man, the North and the South, too, along with the Middle West. There are white men and Negroes, those who speak English and those who don't. There are Republicans and Democrats and maybe a few Socialists, and a lot of people who just like to change their minds every once in awhile. We don't think alike and we don't feel alike, and we like to say what we think and what we feel, and sometimes use choice words in doing it.

We don't have any neat pattern of services where somebody does everything for one group. We have voluntary and public services for the blind. We have three state agencies doing something for the blind, and others who help people who need services of which the blind can take advantage. But along with all of this we have a certain kind of idealism here. We believe in Abe Lincoln, Jane Addams and Alfred Allen, and we've got a common spirit of service that hates red tape and all artificial barriers. We work together with everybody who will serve a blind person or any person who needs a lift till he gets on his feet. We take our hair down and help one another comb out the kinks.

The Department of Welfare, the Division of Rehabilitation, the Lighthouse, the Hadley School, the Public Schools, the Braille and Sight Saving School, the volunteer services and the rest, may not be related by law or marriage; they are related by blood. They have a common goal, that common goal being to assist all human beings who are visually handicapped, or who may have other difficulties also, to attain as good physical, mental and

social health as is possible and to make their contribution to our scheme of things of which they are capable, to receive deserved recognition and economic compensation, and to find that zest and happiness that complete living should have. Our motive force is the natural desire of human beings, properly trained, and who know what they want to accomplish, to work together to achieve their ends without reference to theoretical barriers or temporary limitations. Included in this, too, are the Illinois Federation of the Blind and the Parents of the Blind, representing blind people. We are all striving together. The blind people are not altogether satisfied with what they have, and we are not altogether satisfied with the situation either, but we all know what we have to do and we are trying to do it together.

Ladies and gentlemen, this is the Chicago and the Illinois to which we welcome you. Have a good time and give us the benefit of your thinking.

RESPONSE TO THE ADDRESSES OF WELCOME

Marjorie S. Hooper, Braille and Large Type Editor
American Printing House for the Blind, Louisville, Kentucky

Mr. Horton, Bishop Hellinger, Dr. Bettag, Alderman Geisler, Mr. Dickinson, Ladies and Gentlemen:

I feel that a great honor has been bestowed upon me to present to our hosts the membership of our American Association of Workers for the Blind, and, on behalf of our Association, to accept the warm expressions of hospitality extended to us for this week of our convention.

To the members of the A.A.W.B., may I say that I know of no place—not even Kentucky—more hospitable than Chicago, nor a city that has more to offer in the way of entertainment, culture, scientific or intellectual interest, or business opportunity, or what you will. You name it, and I am sure that our hosts can find what you want in no time at all. Chicago is the crossroads of not only the United States, but of our whole Continent, and while only the pigs and cows still have assurance of a ride straight through the city without changing trains or other conveyance (if they can by-pass the stockyards), I feel sure that this is on purpose, so we humans can have a chance to stop off and see what Chicago is all about. I hope all of you will have a chance to find out what Chicago *IS* all about while you are here.

To our hosts, I should like to say that we have been a long time coming to visit you. We welcome the chance to be with you here, and our only sorrow is that our good friend, and one-time Chicagoan, Mr. Alfred Allen, who for eighteen years served hard and faithfully as Secretary-General of the Association, could not "come home" with us this week. He is sorely missed in all ways.

Perhaps the best way to express our appreciation is to tell you a story I have taken from Bob Beath of Canada. It seems a gentleman of considerable acumen and terseness was being honored at a dinner for his accomplishments. Following the speeches of honor, he rose to make his acknowledgments, which ran as follows:

"Ladies and Gentlemen: I have just two speeches which I make on occasions like this, a short one and a long one. Now my short one is this: 'Thank you.' I feel so highly honored this evening, however, that I must extend my remarks at length, so I will now present my long speech: 'Thank you very much'."

To our hosts, in the name of all of us here, I say, "Thank you *very* much."

PRESIDENT'S ADDRESS

"Smoke Screens in Work for the Blind"

*Joseph F. Clunk, President
Managing Director, Philadelphia Association for the Blind
Philadelphia, Pennsylvania

One of the responsibilities of the President of the A.A.W.B. is that of reviewing factors which influence the development of services of blind persons, and this is especially true if they are elements which adversely affect the welfare of blind persons and which prevent the achievement of objectives to which we are all dedicated.

In every conference and on every consultant assignment in which I have participated in the last thirty years, I am impressed with the fact that certain philosophies dominate our work and are responsible for the inadequate development of services for the blind in this first century of work for the adult blind in the United States.

In every sense of the word we are all craftsmen, building organizations and services for people who are very much in need, and we must realize that an ordinary workman will never become a skilled craftsman if he never evaluates his results or if he resents criticism or comparisons. Because the sighted public knows nothing about the possibilities for normal living after blindness, and this public has no standard of achievement with which to measure our results, we are impoverished by the lack of criticism and we seek praise and adulation for small achievements. As a result of this insulation, many of us resent any evaluation that is not complimentary. When an individual receives only praise and so-called compatible agreement from everyone, it is an easy matter to become warped and distorted in perspective, and this applies to all of us, regardless of our activities. I came to the conclusion very early in life that resentment to criticism on my part is positive proof that criticism is needed.

Although many new staff members are of the opinion that rehabilitation services for the adult blind in this country began with the enactment of the Bardon-La Follette Amendments to the Rehabilitation Law in 1943, and they are also of the opinion that the profession is only fourteen years old, it is necessary to remind our new associates that at least one workshop for the blind began its services in 1874 in the city of Philadelphia, and it is quite probable that there were other workshops for serving blind persons before that time. Even on this basis, rehabilitation services for blind persons in the United States is 83 years old.

There is enough statistical information available at this time for us to know that we have a blind population in the United States of approximately 350,000 persons. We believe that at least 25 per cent of this group are employable and we are not achieving adequacy in our combined efforts unless 90,000 blind persons are at work. We also know that at least 10 per cent of our blind caseload die each year and an equal number of sighted people become blind and join our ranks. Thus we have the national problem of building employment for 90,000 persons and of replacing 9,000 to 10,000 each year, or of finding jobs for 10,000 blind persons per year. We are not reducing the backlog at the present time unless we rehabilitate more than 10,000 blind persons per year without failures of any of these individuals in their jobs.

In addition to the rehabilitation side of our services, we have an equal obligation and responsibility to rehabilitate the remaining 75 per cent of our blind group by enabling each of these persons to live his or her normal life on the same basis as though sight were not lost. Thus, rehabilitation of an aged blind person requires the education of the family, the neighborhood, and the community to accept that aged person and to continue to treat that person as well and with the same con-

*Visually handicapped.

sideration as though that person were sighted.

Tonight I want to call your attention to a few of the elements in our philosophy that interfere with the rehabilitation facet of our activities, and I believe these philosophies are accepted by many of us without realizing the paralyzing influence they exert upon us.

1. What Can Blind Persons Do?

How many of you ask this question each day, or it is asked of you by your public or a member of your organization? Into what channels of thought and action does this question lead you? Far too many of us try to answer this question in a specific manner, and in doing this we automatically limit our thoughts and the results to our blind friends.

In the first place, the question is an adolescent one. Would you think your adult friend was actually a juvenile if that friend asked you such comparable questions as: What can a woman weighing 106 pounds do? What can a woman 58 years old do? What can a man 6′-10″ tall do? What can a 25-year-old man do?

We have not encouraged Society to catalog the activities of other people in this fashion, and to ask questions of this sort. To ask about the employment possibilities of people by gearing the question to a specific common physical condition is considered to be somewhat silly and perhaps even feeble-minded, yet we have permitted ourselves and the public to approach our segment of society in this adolescent, juvenile, unthinking manner.

A casual investigation of occupations soon discloses the fact that every occupation has within it a sufficient number of important functions which can be performed without the use of physical sight. An individual qualified to work in that occupation can have a full career within his normal field. In other words, we should eliminate this adolescent question "What can blind people do?" from our language, and we must replace it with a question which leads to the analysis of the functions within the business or occupation which require physical sight and those which do not require physical sight. We then follow with another analysis of the qualifications of this person that will enable the individual to perform the functions which do not require sight.

When this analysis of occupation and individual is completed, we find that the blind person can continue in his normal occupation with as much satisfaction as when sighted. This person may not perform the same duties in every detail as before sight was lost, but that person can perform the same number of duties and perhaps be even more efficient in his achievement. By eliminating this question from our philosophy, we will make the horizons of limitation for blind persons as distant as is the horizon for that same person when sighted.

2. 100 Per Cent Blind Labor

When we have matched the individual's ability with the physical demands of the various functions, we usually find there is ample room in that occupation to give the individual a full-time career and enable that person to earn as large an income as though sight had not been lost. There are some workers who will argue that 100 per cent of the processes or functions in the occupation should be performed by the blind worker. Is this standard required of any other segment of Society? Isn't our entire civilization built on the principle of teamwork and cooperation with other people? Why should we require a different standard for blind persons? There is no legislation and there is no social rule that requires red-headed persons to perform all the functions and duties of an occupation and we have no right to require that blind persons should do so. Furthermore, we have no right to lead blind persons into a point of view that discourages 95 per cent of this group and makes them believe that normal living is now impossible for them.

In addition to the frustration that we build in the mind of the blind person because of this attitude, we find administrators of workshops refusing to develop any activity in which 100 per cent blind labor cannot be used. It is difficult to imagine any one element of philosophy that is more restrictive than this one. If Society applied the same philosophy to all its members, we would have one occupation restricted to redheads, another one to people 5′-10″ tall, and there would be a special occupation reserved to bald-headed people into which everyone who lost their hair would be forced because of their baldness. Every ac-

tivity requires teamwork on the part of many persons, and we must forget a philosophy that imposes a paralyzing, unfair restriction upon the activities of blind persons. Let's be normal.

3. We Are a Non-Profit Corporation

Every agency for the blind in the United States, whether incorporated or not, is classified as a non-profit, charitable organization. Whenever a discussion takes place concerning the problems of the sheltered workshop and an analysis is made of the financial structure of that workshop, our administrators instinctively, automatically and universally bring this element into the discussion: We are a non-profit agency and we are not permitted to make a profit.

Is this true or false? The legal definition of a non-profit corporation is as follows: "A non-profit, charitable corporation or agency is one in which no dividends or profits inure to these directors or are distributed to stockholders or shareholders." There is nothing in this definition that prohibits the special workshops for the blind or for any of the handicapped to make a profit and to use those profits in services to the blind or handicapped persons. These profits can be used for additional equipment, buildings, development of new items or for social services, prevention of blindness, vacations for the blind, boarding home subsidies or any other service to the blind persons in the area. We find administrators almost deliberately burying their heads in the sand like an ostrich and hiding behind this philosophical smoke screen in an effort to justify their own lack of business ability or their indifference to results, and in order to charge their subsidies to the incompetency or inefficiency of blind persons: "We are a non-profit agency and we are not permitted to make a profit." The results of this point of view are: (1) All the funds the community can contribute are spent in subsidy to a few people; (2) Services are unavailable to blind persons who are not employed in the shop; and (3) The community is educated to believe in the inefficiency and the incompetency of blind workers. Isn't it about time that we looked at the facts of life and that we remove this smoke screen from our inefficient or indifferent administrators; that we give blind persons the consideration for which the community contributes its funds and to which they are entitled? It is decidedly impractical to try to operate a business so that it will exactly pay its expenses without either a profit or a loss. Some agencies with a break-even objective distribute profits at the end of the fiscal year by making unnecessary expenditures for equipment or materials that are luxury items. Most workshops with the break-even objective lose money and have to make demands on other resources of the agency or the community. Confidence in the ability of blind persons is established in the minds of business people when they know that the special workshop makes a true profit and, conversely, confidence in the ability of blind persons is sacrificed when the community is asked to heavily subsidize the activity. Let's encourage our communities to contribute to service activities and to require our workshops to make a profit.

4. Never Done Before

This statement of philosophy expressed as a judgment or opinion, and as an excuse for maintaining traditional status quo, is another smoke screen behind which some administrators hide very easily. We seem to think that this is the final and complete answer to any suggestion about doing something different in a workshop, or in a special program, or for an individual. Very often this expression is used by an administrator to defend a local situation and without regard to activities elsewhere. Perhaps it hasn't been done before in a certain community, but this does not mean that it has not been done before in some other community. Furthermore, because a certain activity has not been applied to work for the blind anywhere in the world does not necessarily mean that we should have a closed mind to the possibilities of a new activity. If Society in general applied this philosophy we would still be living in caves in a Stone Age. We have been living on precedent long enough, and isn't it about time that we established precedent for our successors? Again we are forgetting that blind persons are simply sighted people who quit using their eyes and we cannot establish a special basis for service to them that is different from the general community.

5. How Can We Sell the Commodity?

All to frequently this question is raised by the administrator or manager of an agency for the blind and offered as a complete reason for not introducing a new product into the workshops. On one occasion an administrator was lamenting the lack of sale for a time-honored woven rug. He commented that his weavers produced four or five rugs per day and that he paid his weavers an average of one dollar per rug for their labor. This made the selling price a little higher than the rugs of sighted competitors. I asked him why he did not use automatic looms with which the weaver could make fifty rugs a day, and the labor cost per rug would be one-tenth as much. The administrator replied by asking this question: "How can I sell fifty rugs a day?" At this point I had to ask the question: "If you want to change the subject from that of discussing production to that of discussing your business ability, then I am agreeable. The two problems are completely separate."

In a discussion with public and private agency administrators that was called especially for the purpose of planning expansion of the workshop, the administrator opposed every suggestion with this question: "Who is going to sell the articles?"

It is time that we adopt the same methods as successful commercial business and use the same type of sales organizations. Wholesalers and distributors can sell our textile items in the same manner as those of our competitors. An agency for the blind has no more business asking one sales representative to dispose of diversified production than a commercial company which finds it necessary to employ different types of salesmen for its automobiles, refrigerators, farm machinery and storm windows. Let's copy our successful neighbors.

6. No Money

This is a nice complete answer to paralysis and maintenance of the current ineffective condition. Why don't we have enough money to build the necessary services? When this excuse is used for maintaining the current situation, we find that the administrator is informing the community that the agency is providing sufficient service and does not need any more financial support. We also find that the administrator is gearing the program to the established current income and is quite content with his peaceful surroundings. None of our agencies are receiving enough money to provide a complete variety of adequate services in the area served by the agency and, unfortunately, very few agencies are planning services in relationship to the potential number of blind persons in their area.

Any administrator that plans services to meet the requirements of the community, and advertises the need for funds to meet these requirements, will find that the community responds reasonably well. Again, the administrators must work to eliminate subsidies in the industrial departments, and the funds now expended on these departments will enable the agency to develop toward the point of adequacy in that community.

We can't blame the public for non-support of our service programs when we always boast about the wonderful, the complete, and the marvelous job that we are doing. If we are doing a perfect job and we advertise only our accomplishments, we can't blame the taxpayer or the contributor for assuming that we have enough. We should constantly be putting the spotlight on the unmet service needs in our community, and let the public use our achievement as a justification for their continued confidence and increasing support.

7. Against the Law

This is another blanket excuse for non-performance and no planning. The only agencies for the blind working within so-called legal limitations or authorizations are the Federal and state agencies. Most of the laws creating these agencies are sufficiently broad in their language and authorization to permit the rendering of any service required by blind persons in their areas. We find that administrators of public agencies interpret the laws in accordance with their own limited concepts of the needs of blind persons, or they interpret the law so as to reduce the concentration of responsibility and place the responsibility for inadequate results on someone else.

Most state and Federal laws authorize the promulgation of policies and regulations for the administration of the departments, and here again administrators promote restrictive regulations and policies which assume the same

effectiveness as the basic law and therefore serves as an excuse for non-development of services.

Very few, if any, of the public agencies have appropriations that are adequate to provide all the services intended by the original law and by the persons who brought about the enactment of these laws. Because of the lack of sufficient funds, these public administrators establish policies and regulations restricting the services to the amount of money that is available. Here again we have a program geared to an arbitrary budget rather than to the intent, the purpose, or the authorization of the law.

In the case of private agencies, administrators will hide behind the terms of their charter or the by-laws established by the board of directors. Again we have a smoke screen that is arbitrarily established to prevent a concentration of responsibility where it belongs. The charter of a private agency can always be amended by the same courts that granted the charter in the first instance. The by-laws established by the board of directors can be changed at any regular or special board of directors meeting or membership meeting of the agency.

This bit of philosophy is as fallacious and as hollow as any ghost that you can create. Fundamentally, laws are intended to reflect the customs and practices of Society and to maintain constructive cooperation between people. They are not intended to prohibit the realization of the rights of people. Any administrator that uses this excuse for non-achievement is violating the basic principles for which laws are established.

8. No Blind Workers

This excuse for non-performance cannot exist in reality until the agency can honestly report at least 25 per cent of its potential case load of blind persons as being gainfully and adequately employed and that each newly blinded worker is placed immediately upon contact with the agency. This achievement in each of our communities would meet the objective already discussed, that is, approximately 90,000 blind persons at work in our land and at least 10,000 more blind persons starting their new careers each year; and, of course, no failures.

When an administrator or placement agent contends that there are no blind workers in his area, he is simply admitting his lack of knowledge of the blind group in the area and/or his inability to find them or his indifference to finding them.

9. Our City is Different

How often have we tried to excuse our lack of achievement in one community or part of the country with this statement: "Blind persons may be able to work in the production plants of Ohio, but the production plants of Georgia, Kentucky, Illinois or California are different and they will not employ blind persons." Again, "Blind persons may be able to work on the farms of Mississippi and Alabama, but the farms of Arkansas, Missouri, Iowa or the Dakotas are different, and blind persons cannot function on them."

What makes one community different from another community? Very frequently we say that the people are different. If there was so much difference between persons in one part of the country than in another, then how is a doctor able to study medicine and surgery on the east coast and practice his profession on the west coast? Does he have a different book on anatomy?

Is there any community in our land where all the residents are descendants of original settlers from the Stone Age period and from which and to which no outsiders have migrated? This excuse for non-achievement again highlights the lack of intent or desire on the part of our administrators to provide services.

10. No Space in Building

Of course this nice excuse is given when a suggestion is made to expand a workshop facility, a recreation therapy or any service requiring additional space. It seems to be a rather complete excuse—but is it?

When general industry or commercial business finds it necessary to expand a department or an entire division, and there is inadequate space in its headquarters building, that organization proceeds to rent space elsewhere. Is there any reason why we should not follow the same example? There is nothing in any of our laws or procedures that prohibits the renting of space. Very frequently it is less expensive to rent space than it is to own the

building. Let's eliminate this smoke screen and this blanket excuse for non-development, and let's not permit anyone to use it.

11. We Have Always Done It This Way

Have you ever stopped to consider the probable condition of business, of industry, and of Society that would exist if this philosophy were applied? We would still be living in caves, the wheel would never have been invented, and everything that we enjoy would be non-existent. The responsibility of leadership in a family, in a community, or in a business requires constant evaluation of established procedures, constant investigation of new possibilities, and constant readiness to make changes that will improve the situation. Workers for the blind expressing this philosophy have been making the same articles in their shops for fifty years. They are conducting recreation, social casework and other services in the same non-constructive manner as was done fifty years ago. The only difference between agencies with this philosophy and a funeral home is the absence of the wreath on the door. There is very little difference in the degree of rigor mortis of the chief occupant.

12. The Caliber of Our Blind Workers Is too Low

This beautiful, complete answer to the lack of progress is used by too many of us. When we make this statement we confess without qualification that we have no confidence in people and that we are seeing only the physical blindness of our clients and not the abilities that the Lord gave them. When I hear this excuse for closing the doors to new development, I can't help but wonder if the administrative staff is really confessing their own shortcomings in ability. Is the caliber of blind persons' ability too low or is the caliber of our leadership too small? There is no difference in the ability levels of individuals on the east coast, the west coast, the north or south borders, or anywhere in between. We are average people on this continent, and fast communication and travel has thoroughly mixed our population to such a degree that it is impossible to identify an individual's ability with a particular locality.

13. There Are No Large Industries In Our City

This excuse for non-development is probably related to the philosophy of having sheltered shops do contract work rather than original production, or is used as an excuse for not placing blind persons on competitive jobs in a sighted industry. Have you ever discussed the subject of the size of industries with the Manufacturer's Association in your community? Would you be surprised to learn that 85 to 90 per cent of the industries in our largest cities employ less than 100 people and that a very high percentage of these employ less than 50 people in each plant? Most of us have found that the large industries are not proportionately cooperative in buying our goods, in giving us contract work, or in the employment of blind persons. This smoke screen is as shallow and as invalid as the administrator that uses it. Small industries are our best customers for any cooperation that we desire within the community. Let's throw this excuse into the ash can where it belongs.

14. Blind Persons Cannot Operate Power Machines

When this excuse is given for non-development of our shops or for the rejection of a placement program in production industry, it should produce a very important question in our minds, such as: "Why don't agencies for the blind employ leaders who have analytical ability and at least a little confidence in the skills of blind persons?" Sometimes this excuse is given to justify either the administrator or board of directors in refusing to invest contributed funds in equipment. Somewhere some of us have developed the philosophy that a job should be created for a blind worker with no investment in tools or at most a very nominal investment of less than $100.00.

Industry is advertising the fact that it costs up to $17,000 to create a job for an employee. Of course, this includes building, inventory of equipment and all the other items that go into a manufacturing business for capital investment. Is there any logical reason for us to believe that jobs can be capitalized for blind persons with a lower investment? Persons who promote this point of view also lament

the subsidy that exists in the workshop, and their inability to manufacture competitive articles at competitive prices.

Actually, machine operating is more suitable to most blind industrial workers than are the average assembly processes. We can compete with our sighted neighbor more easily in the operating of machines than in bench work.

15. We Cannot Meet Competition

This would seem to be a very complete justification for inactivity. However, this point of view fails to recognize the basic principle of our entire field of work, and that is the fact that, in our analysis of every occupation, we select the functions and processes which do not require physical sight and then we assign these to our blind workers. If sight is not required in the performance of a particular task, then no excuse remains for incompetency or inefficiency except our own poor judgment in selecting individuals with the necessary skill to perform the assigned task. If the person would normally be employed in that occupation or assigned to that process when sighted, then this individual can be just as efficient without sight and, therefore, there is no excuse for our inability to meet competition. Again we hide behind this smoke screen because of our rejection of teamwork with sighted persons in the occupation or activity.

If we use sighted and blind labor in proper balance, and if we secure the same efficient equipment and supervisory skill as is used by other manufacturers, we will meet competition fairly and without apology.

16. Don't Do that Because "So and So" Won't Like It

How many times have we recognized a service need for blind persons in our community and then had somebody in authority set up this barrier to the necessary action: "So and so" is a prominent individual that has expressed a personal point of view on a subject and we are led to believe that this person's vanity or egotism is more important than the welfare of blind persons? What difference does it make whether "So and So" likes something or doesn't like it? The welfare of that individual is not at stake. The judgment of that individual on the welfare of blind persons may be immature and the experience of that individual with blind persons may be nothing at all, and yet we use this excuse for non-achievement.

A private agency announced that it was installing an industrial placement service, and the state director of rehabilitation services for the blind vehemently denounced the action of the private agency. This administrator refused to recognize the inadequacy of his own service and, in fact, contended that his acceptance of the private agency would be an admission of his own organization's shortcomings. Since he did not want to admit that his organization was not adequate, he would not approve the private agency's supplementation of placement service in his state. Fortunately, the private agency administrator was unconcerned about the vanity of the state administrator and as a result hundreds of thousands of dollars of wages are being enjoyed by blind persons who would not be benefitted if the private agency had not taken some action. Is the pride of one individual whose welfare is not affected to be considered as more important than the welfare of blind persons who look to us for service? This is a question that has only one answer for any competent administrator.

17. That Was Tried Twenty Years Ago and Failed

Many times this smoke screen obscures the view. Why did the particular project under consideration fail when attempted by others on previous occasions, or even by the administrator to whom it is now suggested? If the activity is sound in principle, then the failure on a previous occasion was due to lack of skill or lack of knowledge on the part of the person or persons who tried to put it into effect. To condemn a service activity on this basis is equal to that of Society establishing a one-chance rule for individuals in their careers. How many persons in this world would be employed today if we were given only one chance to make good in an occupation or in a lifetime career? We all learn by failures, provided that we analyze the cause of the failure. When a proposition is suggested to us that arouses this kind of a smoke screen answer, let's be honest enough with ourselves

and with our blind friends to analyze the previous results, the present conditions, and the possibilities of making the idea work on a successful basis.

I have known many persons whose automatic reaction to everything is this smoke screen: "We tried it before and it wouldn't work." When these persons have examined all their reasons for not attempting a new venture, they have so thoroughly sold themselves that positive action is impossible. Instead of searching so diligently for negative answers, why not search just as diligently for positive reasons for achievement?

18. The Blind Won't Like It

Here again we have apparently a good blanket reason for maintaining the inactive status quo. What do blind people like? The answer is simply that blind people like the same things that sighted people like. Of course, blind persons are encouraged to make many unwarranted demands on Society by sighted friends. In fact, the average sighted person will give any blind person anything the other neighbor possesses. When this sighted friend has thoroughly warped the blind person and the blind person turns upon this charitable, sighted neighbor and makes demands upon him, then the sighted neighbor boycotts the blind person and avoids him. He doesn't like the result of his educational process.

Blind persons want economic and social security, they want interesting occupations, they want to be treated like human beings on an equal basis with sighted people, they want the same comforts and they have the same emotions as sighted persons. If the administrator is planning something that blind persons won't like, then sighted persons wouldn't like it either, and the activity must not be compatible with the demands of normal Society. If the planned activity is something which only a few expressive blind persons don't like, then someone is responsible for educating these specific individuals in a wrong social philosophy, and it is time for the administrator to correct that situation.

Most of us find that blind persons will like any positive, sincere, constructive program that we can build, and they will give us unqualified cooperation whenever that cooperation and confidence is justified by our performance.

* * * *

These smoke screens provide us with reasons for non-development that are very easy to accept. It may be a little more difficult for us to develop equally positive philosophical reasons for blazing new trails, and it may be more difficult to meet the conditions of the challenge. Of course, it is easy to live and work with a procedure that never changes, but it is also rather uninteresting. We are supposed to be dedicated to the service of our blind neighbor. We are, in a real sense of the word, our brother's keeper. We must be more aggressive in maintaining and deserving that responsibility.

In the final analysis, none of us can relax with the conviction that "we have done enough" until we are able to honestly say "there is nothing more to be done."

PAPERS PRESENTED AT MONDAY MORNING GENERAL SESSION

DISEASES AND CONDITIONS OF THE EYE

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MEMBERS OF THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND:

Ladies and Gentlemen:

I believe I understand why ophthalmology was given the place of honor on your program. It is ophthalmology's principal goal to put you people out of business. It is, therefore, of vital importance to you to know at the very beginning of your annual meeting just how close we are to accomplishing our goal. In order to give you that information, I shall try to establish three groups of eye diseases and conditions, namely

(1) Conditions which we think we have licked or have a good chance of licking;

(2) Conditions which we hope to lick in the foreseeable future, by continued investigative and clinical work along currently used, well-established lines; and

(3) Conditions which, at this time, do not look amenable to any of the therapeutic means conceivable at this time.

The term "lick" is used here in the sense of either preventing or eliminating a disease altogether, or in the sense of arriving at a form of treatment that will prevent the disease from doing serious disabling damage to the organ of sight. You will notice that, in the definition of the third group, the qualification "at this time" appears twice. That qualification is a very necessary one in view of the rapid rate of progress in most fields of medicine that we have the great satisfaction of witnessing.

EYE DISEASES AND CONDITIONS OF GROUP 1

Let me first say that I consider myself particularly fortunate in having been born into a period preceding the era of tremendous progress of the last twenty years. I know how bad things were in comparison to today. That's one of the advantages of my age and, of course, it is characteristic of people of my age to think of such angles.

The progress that has been made during the last twenty years is well exemplified by the following items, most of which have "made headlines" in the papers:

(1) *Retrolental fibroplasia*

It is one of the real accomplishments of the last few years to have recognized the poisonous nature of oxygen in high concentrations, particularly when acting upon the blood vessels of the immature retina, or rather on the nervous apparatus that controls the width of those vessels. Oxygen poisoning has, of course, been known in other fields of medicine and biology for a good many years. While oxygen is an absolutely vital commodity, too much of it is undoubtedly too much. The control mechanism that regulates the flow of blood through the retinal vessels in the premature infant is particularly susceptible to an overdose of oxygen and responds to it adversely, that is, by reducing or shutting off the flow.

Words cannot express our indebtedness to all of the participants in the cooperative na-

tion-wide study which was made in various hospitals of the United States during 1954 and 1955, and which clearly established that, by careful attention to and restriction of the oxygen intake of the premature infant, the incidence of retrolental fibroplasia can be reduced to almost zero. The same study also yielded valid data with regard to the amounts of oxygen that can be used safely. The ophthalmologist has been assigned a new rule, namely that of checking the response of the retinal vessels of the infant to the oxygen concentration prevailing in the incubators in which these premature infants have to spend the first few weeks of their lives. I do not expect another case of retrolental fibroplasia to occur under these conditions. I, therefore, consider the disease to have been licked.

(2) *Congenital glaucoma*

I can still remember the poor results of the various forms of surgery used in congenital glaucoma during the period of my undergraduate and graduate training in ophthalmology. I doubt that more than 25 per cent of the children with congenital glaucoma were able to lead the life of a sighted person as a result of those surgical procedures. In other words, 70 to 75 per cent of those operations were unsuccessful. A dramatic change has occurred in this field as a result of the brilliant discovery that, in a good many cases of congenital glaucoma, the normal channels for the drainage of intraocular fluid are fully developed but obstructed by a thin layer of tissue at their very beginning. Dr. Otto Barkan of San Francisco taught us how to overcome this obstruction by tiny, carefully placed incisions of the obstructing tissue. These operations may have to be done several times, but in a very large percentage result in lasting normalization of the intraocular pressure, which means prevention of any further damage. I would say that the percentage of successes of this operation is almost as high as the percentage of failures used to be in the olden days. The youngsters who have had the benefit of the new operation are participating in regular schoolwork in grade and high schools, and in a good many of the physical activities of youngsters of that age group. This is certainly a dramatic step in the direction of the prevention of blindness and preservation of eyesight. Our present aim, naturally, is to recognize congenital glaucoma just as soon after birth as possible and before any serious visual damage has been done.

(3) *Primary chronic glaucoma of the adult*

Here again the accent has to be on the early recognition of this insidious, slowly progressive, and eventually blinding disease which occurs with a frequency of approximately 2 per cent among the adult population of the United States. Careful, long-term observation of a good number of cases has demonstrated that normalization of the intraocular pressure by conservative or surgical treatment, if instituted early, can completely arrest the disease. By creating glaucoma-consciousness among all professions concerned with individual and public welfare and eye care, remarkable progress has been made along the lines of early detection of chronic glaucoma. Many more of these early cases have been diagnosed during the last ten years, which means not that the disease is on an increase, but that more conscious effort is being made to detect it. This early detection is already bearing fruit in the percentage of "controlled cases," that is, cases in which the intraocular pressure is kept within normal limits and visual deterioration is thereby prevented. This percentage has been rising steadily, both in glaucoma clincs as well as in the offices of the ophthalmologist. New pharmacologic agents have been discovered that are effective in lowering the intraocular pressure, and these agents are strongly pointing out a direction in which further chemical and pharmalogical research should be directed. I also have the feeling that we are getting closer to a recognition of the actual cause of chronic glaucoma, that is, the factors that bring about the clogging-up of the normal drainage channel for the intraocular fluid.

(4) *Diseases resulting in loss of corneal transparancy*

It is with considerable pride that I am able to report today a steady increase in the percentage of successful, that is, sight-restoring, corneal transplantations. By careful experimental and clinical studies, the technique of keratoplasty has been greatly improved, and better facilities have been created for the procurement and distribution of donor eyes. Hav-

ing had the opportunity of working in North China from 1933 to 1939, where blinding corneal disease was infinitely more frequent than here in the United States, I can only hope that the tremendous opportunities of keratoplasty are being made available in those countries where scarring of the cornea is more prevalent.

(5) *Detachment of the retina*

Since the discovery of Gonin in 1927 that a large percentage of retinal detachments can be cured by surgical closure of the breaks or rents in the retina which almost invariably cause these detachments, this unfortunately still fairly common disease has been the subject of intense studies from the biochemical, clinical and pathological angle. We have learned to recognize our "allies" and our "enemies" in the treatment of retinal detachment. The arch enemy is one of the normal tissue elements of the eye, the so-called vitreous body, which in many cases of retinal detachment, for reason now much better understood, puts up strong opposition to reattachment of the retina. We are learning to overcome this opposition by specific surgical techniques. Very gratifyingly, the percentage of successful detachment operations has shown a steady increase. Particularly, the number of cases that would have been considered inoperable ten years ago has become considerably smaller in the light of some of the recent discoveries in this field.

These five areas, that is, the retrolental fibroplasia, congential glaucoma, chronic glaucoma of the adult, corneal transplanation in corneal diseases and retina detachment, are representatives of eye diseases and conditions that belong to group 1. Elated and enthusiastic as we all are, naturally, over being able to list these diseases here, it is our duty to keep our and your feet on the ground and to turn now to the conditions exemplifying Groups 2 and 3.

Group 2

The inflammatory diseases of the eye not controlled by the presently known and available antibiotics are probably a good example of diseases belong to Group 2. Having licked, by means of antibiotics, a good many of the inflammatory infectious diseases of the eye, the ophthalmologist is hopeful about the considerable number of inflammatory diseases of bacterial or viral origin which have so far not responded to any of the known antibiotics Lack of response of a certain bacterial eye disease to a certain antibiotic has, in a number of instances, been the result of what the bacteriologist calls acquired resistance of the micro-organism to the antibiotic. Strains of micro-organism that have been exposed to antibiotics for a number of generations can change their metabolism so that it is no longer affected by the respective antibiotic. This acquired resistance has, in a number of instances, become a serious problem in ophthalmology. The investigators' approach to the problem is that of searching for new antibiotics, new both in a sense of being new to the medical profession, as well as new to the particular bacterial strain. A very decided progress in this direction seems to be made by a new antibiotic manufactured in Japan, under the name of Colimycin, which seems that to be highly effective against organisms that have proven resistant to all other antibiotics The eye institutions in the United States are laying in a stock of that new antibiotic to be prepared for the emergency of infection due to specially resistant micro-organisms.

Among Group 2, I would also like to list diabetic retinopathy which, at present, causes blindness in a very considerable number of cases of diabetes whose systemic disease, that is the diabetes, seems to be, and to have been, fairly well controlled by diet, insulin or other measures. In a good many instances, there is an apparent discrepancy between the rapidly progressive eye disease and the relatively benign, well-controlled diabetes. The situation does not look altogether hopeless. We are living in a period of very intensive study of all aspects of the metabolism in diabetic individuals. We are gradually learning to better understand the very complicated chemical relationships between the pancreas, the pituitary and the adrenals. From that understanding may stem a method of treating diabetes that will prevent the serious complications, such as diabetic retinopathy. Thus, I believe there is hope for the diabetic of 25 to 50 years from now.

Group 3

I may be criticized for establishing a group of eye conditions which do not look as though

they could be made amenable to any of the therapeutic principles in current use. I may be criticized for destroying hope without adequate evidence that there is no hope. Still, there are eye conditions which I cannot justifiably place in Group 2 because there is, at present, not the slightest indication of effectiveness of any form of known or conceivable therapy. I am thinking here of the hereditary eye conditions for which the ophthalmologist, chiefly for lack of a better word, is using the term of degenerative disease, that is, a disease characterized by gradual fading away of the cells essential for vision. The actual cause of the disease is not known and the terms of abnormally low vitality or abnormally short life span of certain cells, which we so very often use in discussing the disease with our patients, are more or less an admission of our complete ignorance of the cause. With regard to retinitis pigmentosa which, of course, is the disease that we all are thinking of in this connection, the medical profession will continue to explore every possible avenue that might lead to a detection of a causative factor. But none of the current or past studies looks in any way promising to me and, it is, therefore, our duty, at present at least, to accept the existence of these diseases and to admit our ignorance concerning their cause. The role that the ophthalmologist is trying to play with regard to these diseases is to help the patient adjust to their serious social, economic, and psychological aspects. I also consider it the duty of the ophthalmologist to work toward improvement of the educational facilities for youngsters affected with retinitis pigmentosa. One little ray of hope is the possibility that, in the not too distant future, we may learn to predict, from the careful study of the family tree of two young people who are about to be married, whether or not there is any likelihood of their children becoming affected with retinitis pigmentosa.

This is the situation the way I see it today, that is, on July 8, 1957: We may expect a further sizable reduction of the incidence of blindness in the United States, but I doubt very much that you or your organization will be put out of business during the remainder of this century.

I would like to close on a note of humility. It is my feeling that a good many of us ophthalmologists would do well to be listeners at your meeting rather than speakers, for the very obvious reason that, in matters pertaining to the care of the blind, a good many of us have a good deal to learn.

A NEW LOOK AT THE DEFINITION OF BLINDNESS

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Before the new look, one should really take the opportunity to scrutinize the old.

WEBSTER'S ELEMENTARY SCHOOL DICTIONARY defines blindness as the "state or quality of being blind." The word blind is defined as "(1) Sightless (2) Not having or not using discernment or judgment; as blind to defects; blind force (3) Difficult or impossible to see; dim; hidden; as a blind path."

Dorland's AMERICAN ILLUSTRATED MEDICAL DICTIONARY defines blindness as "lack or loss of sight; inability to see." Blind is defined as "not having the sense of sight."

There is just a touch of uncertainty in the public mind as to who is blind and who is not blind. There are some, at least, who think of a blind person as one who cannot see at all, whereas the generally accepted legal and administrative definition declares that "a person shall be considered blind who has a visual acuity of 20/200 or less in the better eye with proper correction or limitation in the field of vision such that the widest diameter of the visual field subtends an angular distance no greater than 20 degrees." There are numerous local and state variations of the general definition above. The importance and effect of these minor variations can be surmised.

In 1955, the Executive Committee of the Section on Ophthalmology of the American Medical Association approved and accepted a revision of the "Appraisal of loss of visual efficiency" originally adopted in 1940. *In the AMA Archives of Ophthalmology,* September, 1955, Volume 54, pages 462-468, can be found the details of this revision.

Since visual efficiency is sometimes of more importance in determining the rehabilitative or work potential than is visual acuity alone, I will try to acquaint you with some of the factors involved in the Committee's determination of visual efficiency.

They define visual efficiency "as that degree or percentage of competence of the eyes to accomplish their physiologic functions, including (1) corrected visual acuity for distance and near (2) visual fields (3) ocular motility with absence of diplopia and (4) binocular vision."

These four functions listed above are not assigned equal weight but are given a power in the formula with the assumption that loss of any one will decrease visual efficiency to some major or minor degree.

Secondary dependent functions, such as color perception or night blindness ptosis, metamorphopsia, light or dark adaptation, epiphora, accommodation, photophobia, strabismus, anatomical deformities, monocular diplopia and nystagmus were felt to be so inherently dependent on the status of the four major coordinating functions that it was not necessary to include them in the basic method of calculation. Furthermore, no scale has been devised to even approximate a reasonable evaluation of these defects.

Now let us examine the four functions in a little more detail to better understand the Committee's meaning of visual efficiency.

Visual acuity ordinarily represents the degree of central or direct vision as performed with the fovea, but in the absence of foveal vision it represents peripheral vision. Visual acuity is usually expressed in the form of a fraction but does not represent a true percentage of normal visual acuity. The denominator indicates the distance at which the normal eye should read a particular sized letter.

Thus, if one has distant visual acuity of 20/200 it means this eye sees at twenty feet what the normal eye should see at 200 feet.

Central visual acuity for near is expressed in many different ways. The most common are Snellen, Jaeger or point type. Normal distance acuity is considered 20/20 and, using the Snellen near acuity notations, normalcy is considered and expressed as 14/14 (14 inches or 36 centimeters). Now 20/200 is considered to have a ten-minute visual angle which is said to be equivalent to 20 per cent central visual efficiency or an 80 per cent loss of central vision. To get the approximate equivalent of this in near vision terms, the Snellen notation would be 14/56. Stated another way, it represents an eye seeing Jaeger 8- or 12-point type, which subtends a visual angle of four minutes, with a visual efficiency of 20 per cent or with an 80 per cent loss of central vision.

This same eye sees at 14 inches (36 cms) what a normal eye should see at 56 inches.

All reference to visual acuity is considered the best obtainable with ordinary ophthalmic lenses. This has already created problems and consternaiton in certain quarters, due to the increase in the use of contact lenses, magnifying aids, including telescopic and microscopic lenses, and auxiliary aids such as shades, mirrors, amount and direction of light, etc. The above are still specialized enough so that only regular ophthalmic lenses should be considered when accepting corrected visual acuity.

Visual field efficiency of one eye in percentage is obtained by adding the number of degrees of the eight principle radii and dividing by 5. Temporally, 85 degrees; down and temporally 85 degrees; down 65 degrees; down and nasally 50 degrees; nasally 60 degrees; up and nasally 55 degrees; up 45 degrees and up and temporally 55 degrees when added give a total of 500 ÷ 5 or 100 per cent field efficiency. Thus if the field is constricted down to 10 degrees in every principle meridian, the remaining efficiency would be 10 × 8 ÷ 5 = 16 per cent visual field efficiency or loss of 84 per cent.

Either diplopia or lack of binocular single vision can impair visual efficiency, and the Committee has assigned certain weights to these abnormalities. For example, if diplopia is present within the central 20 degrees of fixation, it represents a 100 per cent loss of motility efficiency in one eye, or if, for example, due to a paretic left lateral rectus,

diplopia is present on looking between 20 to 40 degrees to the left, the loss of ocular motor efficiency of one eye would be 20 + 10 = 30 per cent.

If there is loss of binocular vision and, because of suppression, there is no diplopia, it is estimated there exists a 50 per cent loss of ocular motility efficiency of one eye.

Now, how does one calculate binocular visual efficiency or the visual efficiency of one eye?

The Committee felt that the complete loss of one eye with a normal fellow eye did not represent 50 per cent loss in visual efficiency and, accordingly, weighted the efficiency of the better eye three times according to the following method: (per cent efficiency better eye × 3) plus (per cent efficiency worse eye divided by 4) equals the binocular visual efficiency. For example, the binocular visual efficiency of a patient with one blind eye and one 92 per cent efficient eye would be 92 × 3 + 0 per cent ÷ 4 = 69 per cent or a binocular vision efficiency loss of 31 per cent. If the efficiency of one eye is reduced to less than 10 per cent, the visual loss is considered to be total; likewise, should the total binocular visual efficiency be less than 10 per cent the person is considered totally blind.

The visual efficiency of one eye considers the average percentage of central visual efficiency for distance and near, percentage of visual field efficiency, and percentage of ocular motility efficiency.

To use the same example as the Committee, if there is an average central visual efficiency for distance and near of 30 per cent, a visual field efficiency of 40 per cent, and a motor field efficiency of 70 per cent, the total visual efficiency of this eye would be 0.30 × 0.40 × 0.70 = .084 or 8.4 per cent of total visual efficiency of this eye.

The Committee states that the revisions in the central visual efficiency percentage loss scales for distance and near were done in the light of statistical reports and experience in the disabilities caused by reduced visual acuity. They further state that "no scientific studies are available relating central visual acuity, visual field and motility deficiencies to the actual performance of various duties." They also point out in the same paragraph that "although the visual angles may be the same, it should not be concluded that the Snellen notation for distance is the exact equivalent of the Snellen notation for near in respect to visual efficiency because of other influences, such as accommodations, size of retinal image, etc."

I have gone into the Committee's report on visual efficiency in some detail because the revisions and report furthers the attempt to bring trained professional skill and experience to bear upon a very important economic and social problem without benefit of scientific studies. The aim is to eventually arrive at accepted universal standards which are beneficial and fair to all individuals with subnormal visual efficiency.

However, from the statements by the Committee and the interpretation of the legal definitions of blindness, it is apparent that room for conflict and misunderstanding can arise. For instance, if binocular visual efficiency must fall below the level of 10 per cent to be considered as blind, what about the individuals with 20/80 distance visual acuity and full peripheral fields who have aphakia, photophobia, ptosis, epiphoria, lid or orbital deformities which would make their visual efficiency in practice far below the assigned value of 60 per cent, or even below the 20 per cent efficiency required for legal blindness?

What should a fair and comprehensive definition of blindness do? Should it be couched in general terms of visual efficiency or visual versatility, or should it be in specific terms of visual acuity for distance and near? Should it be based upon industrial or economic considerations? Should it be based upon political or social implications? Should it be based upon rehabilitation or educational facilities and needs?

It probably would not be very difficult to get everyone here to agree upon a definition, if it would satisfy all these implications, giving each its proper value, and making sure all the deserving were included to receive equitably of educational, physical, social, political, industrial, spiritual and economic awards.

Ah, how nice if such a definition could be concocted!

The inference from the above would seem to be that the present definitions do not fulfill all these requirements. I feel this is true and yet, until one can show reason or supply a better definition, there is little point in quibbling. Now, I think I can show reason, but cannot say I have at my beck and call a more workable definition.

One of the very good reasons why terminology and definitions must be scrutinized so carefully from time to time is to be sure that governments, agencies, departments, schools, institutions and administrations, who are asked to provide services for a group within which there already exists individual differences, such as sex, age, color, culture, education, dexterity, native ability, religion, interest, needs, additional handicaps, etc., and who have additional differences in visual acuity, visual efficiency or visual versatility, are providing needed services to each and each alike. As I have visited different institutions, centers and schools, I find this to be more than just a hypothetical problem. Also, the recent Veterans Administration survey points up the fact that the group of legally blind who have useful vision and those with no useful vision react quite differently to rehabilitation demands and needs. Also, adjudication boards, compensation boards and insurance companies indicate quite positively by their policies and awards that they feel there are great differences in need and ability among individuals with defective vision.

The dangers here can be found on the negative side as well as the positive side. One of the most stirring examples has been the pioneering efforts of the Industrial Home for the Blind in Brooklyn to provide their clients with an adequate optical aid service. Other agencies and institutions have followed their example. In addition to providing the group with 20/200 or less with a very important service, it has pointed out to the professions the same need for all those with 20/200 down to much lower levels of visual acuity. While many of the agencies are assuming this responsibility to the clients within their jurisdiction, there are no legal provisions for the larger group I have just mentioned and whose status may often be seriously jeopardized unless some such service is provided for them.

On the other hand, I would like to point out the wholesale neglect of mobility restoration for those without useful sight for so long because the majority of students in the schools, workshops and homes had useful vision and were allowed the dubious honor of taking care of their fellow-man who had less vision.

There is the other example of the waste of man power and time in teaching those to read Braille whom, we now recognize in many instances, could have read normal print with proper optical aids.

The solution for many of these problems lies directly in the hands of the professional and scientific groups, but help and request from responsible administrative agencies and organizations such as this will often speed progress in this regard.

Now, with some background as to definitions, laws and formulae, what do we really mean by the term "blindness?" To me blindness means the absence of useful light perception with the inability to see light and take direction from it.

There may even be room for argument as to the definition of useful light perception, but I suppose almost all the experts would agree with the conception of useful light perception as the ability to see light and take accurate direction from it — in other words, to have accurate light projection. Literally, then, visual acuity of less than 20/20 down to useful light perception would be properly designated as subnormal vision, and not as blindness.

However, we are faced with the practical fact that visual acuity, visual efficiency and visual versatility are not always as closely correlated as our usual methods of notation would seem to make it appear. An individual with relatively low visual acuity can have relatively good visual efficiency and versatility. Also certain corneal and retinal pathological states will allow fairly good visual acuity but, because of photophobia or eccentric fixation, the person can only respond with poor visual efficiency or versatility.

For the sake of organization, legislation and administration, if the word "blindness" ever comes to mean what it should, then we will need terms to represent the different levels of subnormal vision. This is necessary to assure proper aid and rehabilitation and is sound from the economic and social standpoint.

Terms such as practically blind, visually defective, visually handicapped, partially seeing, amblyopic or subnormal visually do not effectively differentiate between the groups, either in terms of vision or mobility, nor do they signify economical or educational potential.

There is a great need for medical and scientific groups to study and clarify these categories.

SUBNORMAL VISION AIDS

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Everyone is familiar with the life and accomplishments of Miss Helen Keller, who suffers from other physical handicaps besides being totally blind. She, in her fame, represents many nameless persons with like handicaps whose lives we would find equally dramatic if we but knew of them. These peoples lives are heart-warming evidences that blindness or low vision need not doom a man to a useless, joyless life.

Within our general population, there are over 300,000 individuals who are considered legally blind. Are these persons doomed to the life of frustration and inactivity that the layman so often associates with such a handicap? Such individuals are handicapped, to be sure, but who is there among us without some handicap or inadequacy? Today, partly as a result of the accomplishments of such individuals as Miss Keller, there has been a noteworthy change in attitude toward the blind and partially sighted.

The "old" attitude was that blindness was a tragic incident resulting in dependence and removal from normal social living. The "new" attitude has many facets: It declares that blindness is a handicap which to a large extent can be overcome, that capabilities other than sight remain to be used, that a surprising number of activities can be carried on without sight, and that blind people can and should be incorporated into the society of seeing people.

Another significant reason for a change in attitude towards the visually handicapped stems from important advances that have been made in the design of subnormal vision aids and from the increasing number of professional practitioners who have broadened the scope of their professional services to include the prescribing of special aids for patients who cannot be satisfactorily corrected with conventional ophthalmic lenses. In order to arrive at an adequate understanding of the problem of rehabilitating the partially sighted, we must answer at least four major questions:

(1) Who are the legally blind?

(2) What understandings about severely visually handicapped must we establish that are essential to a full appraisal of the total individual?

(3) What are major types of visual aids which may be used to rehabilitate such persons?

(4) What are the distinctive functions of agencies offering rehabilitative services?

I. What Exactly Do We Mean By the Term Legal Blindness?

According to the most widely accepted definition of legal blindness, a person is considered legally blind if he has central visual acuity of 20/200 or less in the better eye, with correcting lenses; or central visual acuity of more than 20/200 if there is a field defect in which the peripheral field has contracted to such an extent that the widest diameter of visual field subtends an angular distance no greater than 20 degrees.

As an interesting commentary on the ambiguities of this definition, a study by Kerby[1] identified the per cent of preschool children who had residual vision though they were considered to be blind by legal definition. Of this group of 2,809 preschool children, only 24 per cent were totally blind; while 26 per cent had light perception; 19 per cent had vision ranging from motion perception up to, but not including, 20/200; and 4.3 per cent had 20/200 in the better eye. No data was reported for 25 per cent of the children.

As you can readily see, an important ommission in this definition of legal blindness is the failure to take, into consideration the important factor of near or reading vision, or any defects within the peripheral field which do not result in a contraction of the field itself but block out certain areas. This seems to me to be a problem we must soon face. Many subnormal vision patients whom I have seen show much greater visual competence at the reading distance than their designation as legally blind persons would suggest. Available research reveals that there is not necessarily a substantial correlation between near and far-point vision.

It is significant to note that in most cases a visual acuity is used as an indication of a person's degree of sight. Such a test, however, does not always give a true indication of the individual person's "visual efficiency," that is, his ability to perform the undemanding visual tasks essential to his everyday pattern of living.

The importance of visual efficiency as contrasted to visual acuity has been emphasized by many individuals. I am sure there are those who have had the opportunity of working with and observing the effectiveness with which they use their residual vision.

The work of Ellerbrock[2], Hoff[3], and others corroborate the fact that many children and adults with very low vision make much better use of their vision than others who have a higher visual acuity. Such factors as general intelligence and environmental influences would seem to be influential.

II. What Understandings about Severely Visually Handicapped Must We Establish that Are Essential to a Full Appraisal of the Total Individual?

Having examined the limitations of the legal definition of blindness, let us now raise the question as to what criteria a specialist would use in determining the essential characteristics of an adequate examination of subnormal vision patients.

There are at least seven important characteristics. They include:

(1) Medical diagnosis and prognosis
(2) Etiology and course of ocular pathology
(3) Present visual status
(4) Type of visual aids formerly prescribed or now in use
(5) Educational history
(6) Vocational activities and aspirations
(7) Psychological factors related to patient's reaction to his handicap

It is quite obvious that some of the questions which comprise a complete examination are obvious in their intent; others may be less so. In raising questions concerning the type and duration of ocular pathology, it is important to ascertain that all possible medical care has been provided and that the pathological condition has been arrested. It is also important to determine the facts related to the patient's present status, paricularly in relation to his aspirations. For some patients, reading has more meaning than watching television or movies. This is important in the final evaluation in determining the most appropriate correction for the patient.

In considering the type of visual aid most suitable to this patient in terms of both his visual and psychological needs, we need to ask some of the following questions:

Is he able to walk about without assistance?

Does he see better in bright daylight or in twilight?

If he is able to walk about without assistance, one can infer that his visual field is not too constricted.

If the patient has more difficulty at twilight or in poor light, then it can be assumed that there is a peripheral constriction in the visual field.

The patient with poor central vision and no peripheral vision is difficult to aid, for much of the magnification depends on his ability to utilize peripheral retina.

If the visual difficulty is accentuated in bright light, then the central or macular region of the eye may be affected.

If the patient can read headlines or smaller print, he should prove more readily amenable to subnormal vision aids. But the question is not merely in deciding what aid is best suited to the patient's visual status, but also what will be his psychological reaction to visual rehabilitation.

The patient whose visual loss is of recent date will frequently object to using an abnormal reading position and may insist that surgery or further medication should be tried rather than a visual aid. He wants to see as comfortably as he did prior to his visual loss, and may not cooperate in learning new reading habits which he realizes will never be fully as satisfactory as his skill of the past.

If the patient has had his visual loss for a great many years, he may have lost all motivation to learn to read again. He may have fallen into the pattern of acting like a blind person and be well adapted to the use of Braille. He may fear losing the sympathetic attention extended to him, as well as the preferred treatment accorded him by his friends and family. In short, he may require the aid of a social service worker to develop interest and incentive.

The answers to all of the above considerations will give the examiner a fairly good picture of the patient's physical and psychological orientation.

An interesting example of the psychic factor in visual rehabilitation is well illustrated by the case of Phillip, age 10. His ophthalmological diagnosis was optic nerve atrophy, both eyes, secondary to brain tumor. The examination revealed that with the aid of a strong microscopic lens he would be able to read newsprint-size type. His parents rejected the recommendation, giving as their reason the excellent scholastic progress their son had been able to achieve solely through his skill in Braille. He had never learned to read conventional English symbols but had always read in Braille symbols. That he had been successful in using Braille was made clearly apparent when his case history revealed that he had recently received a double promotion. The introduction of a visual aid, his parents thought, might only cause a conflict in his learning pattern with a subsequent failure in achievement. Upon the request of Phillip's parents, further attempts at visual rehabilitation were discontinued.

III. What Are Major Types of Visual Aids Which May Be Used to Rehabilitate Such Persons?

Having decided that a patient can benefit by correction through subnormal vision aids, the examiner must then determine by careful and thorough examination which of six major types of aids to prescribe. The function of all subnormal visual aids is to provide an enlarged retinal stimulus pattern and call into play more nerve receptors.

As a consequence of these effects, we can then expect an improvement in vision which will represent an increase in the patient's visual efficiency equivalent to his maximum correction times the magnifying power of the aid. In actual practice we often find the improvement to be considerably greater than this. From the viewpoint of considering how successful these may be, let us now consider the six major types of visual aids, noting particularly their distinctive characteristics and their effectiveness in relation to the visual and psychological needs of the patient.

(1) *Contact Lenses*

Within the field of subnormal vision, contact lenses have their chief value in correcting patients with high degrees of astigmatism (as in keratoconus), corneal scarring, and in high myopia. The use of contact lenses in conjunction with a forward lens to produce magnification comparable to a telescopic lens system is still in its initial stages.

(2) *High-Plus Reading Additions*

A surprisingly high per cent of patients can be aided with high-plus lenses. There has been an increasing awareness of the fact that this type of visual aid can be prescribed suc-

cessfully in much higher powers than is commonly recommended in routine refractive practice. The prescribing of these lenses, like other subnormal vision aids, demands careful patient guidance in their use. Patients must be instructed to hold the reading material quite close to their eyes in order to see, that is, within the focal length of the lens. The combination of a close fixation distance and narrow field of view makes it necessary to emphasize the importance of a good light source properly directed. It is a well known fact that the stronger the addition, the closer reading material must be held, and the smaller the field of vision. It is advisable then to determine the patient's specific reading needs and, upon that finding, prescribe the weakest correction that will be satisfactory for this purpose. There are still other factors to consider when prescribing high-plus reading additions. When such lenses are used at very short reading distances, binocular vision is rarely possible. Reading additions of + 6 Diopters or more tend to render binocular vision impossible because of the excessive convergence demand necessitated by the short reading distance. Moreover many of these patients have only one eye adaptable to correction.

Fonda[4] reports fitting high-plus reading additions to over 500 patients, prescribing as high as + 14 Diopters monocularly and + 9 Diopters binocularly combined with 4 base in prism. In examining the patient with high-plus additions, or any other near vision aid, Lebensohn[5] points out that the final test should be determined, not on any reading chart, but on actual material of interest—magazines, newspapers, music, textbooks, telephone directory—as the quality and texture of the paper, the contrast and sharpness of the printing are all significant factors in determining the effect of the visual aid. You can readily see that with their advantages of simplicity, economy, and conventional appearance, high-plus reading additions are very desirable, where applicable.

(3) *Hand Magnifying Devices*

Hand magnifying lenses come in a variety of forms. Large diameter, low-power reading lenses of the Sherlock Holmes type rarely give much benefit to patients with correctable vision of less than 20/200. A 5-power doublet lens system, with a flash light or an electric light inserted in the side of the barrel on which the lenses are mounted, has also been found popular. This illuminated magnifier gives an effective magnification of about 8-power. Inexpensive magnifiers, mounted on tripods, with the lens housing threaded to permit focusing, are available in strengths from 7 to 10 diameters of magnification. Magnifiers mounted on stands relieve the patient from the necessity of precise focusing required of headborne devices. Where hand tremor is present, this may be a deciding factor. With the use of this device, better illumination of the reading material is frequently possible, and to a small number of patients this device has been found to be very satisfactory. It has been pointed out previously the importance of psychic factors which is here again illustrated. The patient whose visual loss is of recent origin may be completely unprepared to accept his visual limitations. He will often consent to learn to use a strong lens of the hand magnifying type as an interim correction. Later, his experience with this aid will make him more accepting of a headborne device.

(4) *Projection Devices*

All of the other major devices discussed are fitted or adapted to the specific needs of the patient. Projection devices, however, are unique in that they require of the patient fewer precise adaptations. Projection devices are simply opaque projectors somewhat similar to the conventional lecture type. The restriction of field at higher magnifications, as well as the problems of adequate illumination, can be partly overcome by these devices. The limitation of using the conventional lecture type with the patient of low vision is that, in approaching close to the screen as he must do, he blocks the light. Thus it is necessary to have a device in which the light is bent through mirrors, with the result that the image is projected from behind the screen. An instrument of this type has been designed by the Franklin Institute and is produced by the American Optical Company. This instrument provides 3 to 5 diameters of magnifica-

tion and is useful for those with vision of about 15/200. Reading material is placed face down on a transparent plastic plate and is projected from behind on a screen. The Megascope, sponsored by the American Foundation for the Blind, is designed for greater magnification, providing either 12 or 25 diameters of magnification. This instrument has been helpful in some cases with vision as low at 3/200. After adequate practice, the patient is able to read in a relaxed manner at a comfortable distance from the screen. These expensive instruments are available for trial at the various visual aid centers.

(5) *Telescopic Lenses*

The last two types of lenses, telescopic and microscopic lenses, are not only more frequently prescribed, but also represent highly refined attempts at providing the most ideal optical design. Telescopic lenses are employed primarily for distance vision. When reading caps are prescribed, they can be used for near vision as well. A review of the historical development of such aids indicates that professional interest in aiding persons with low vision through the use of telescopic magnifiers can be traced back over 200 years. Despite its long history, many of the optical and physical problems involved in telescopic lens design were not solved until the dawn of the 20th century, when Dr. Moritz Von Rohr developed, and Zeiss produced, the compact Galilean-type telescopic spectacle. The Galilean telescope consists of 2 lenses, a strong convex objective and strong concave ocular lens mounted close to the eye with an air or glass interspace.

The telescopic spectacle with the weaker reading addition is often recommended for those requiring an increased reading or working distance. This is especially true when the aid is needed for such tasks as drawing, sewing, and machine work. Few patients can walk about with telescopic spectacles because of both the restricted field and the apparent parallactic displacement of the image. These lenses are particularly valuable for situations where the patient himself is seated, as in the theater or television viewing.

As an example of ready-made adaptations, there are on the market inexpensive, lightweight sport glasses which are essentially 2.5 or 3.5 power opera glasses with temples attached. Reading caps can be fitted to these, although the added weight makes this procedure rarely desirable.

One unusual case history represents a prescription which involves the combined use of both a telescopic and microscopic correction. This 48-year-old patient's visual loss was the result of a luetic condition contracted 30 years ago. The ophthalmological diagnosis was bilateral optic nerve atrophy. With maximum correction, his distance visual acuity was 6/200 in the right eye; finger vision only in the left eye. This patient was a house painter by trade. He reported that, prior to his visual loss, he had been, in his own words, a voracious reader. Following a rehabilitive training course at the Chicago Lighthouse for the Blind, he was assigned to assembly-line work where no fine discrimination was required. Maximum improvement in his distance vision was accomplished with a 2.2X telescopic lens, which enabled the patient to be corrected from 6/200 to 6/60. This unit was prescribed for television, movies, and baseball games (he was an avid Sox fan). A + 4 Diopter reading cap was prescribed for such arm's-length activity as writing and eating.

A microscopic lens was found to be a more versatile aid than a high-plus addition for reading fine print. A 7X triplet microscopic lens enabled the patient to read type equivalent in size to newsprint at a 4-inch distance. He wears this bifocal type correction constantly on the job. Being able to read, he was advanced to a more responsible position.

(6) *Microscopic Lenses*

While the single lens reading addition combined with the telescopic spectacle affords sufficient magnification for reading fine print for many patients, some cases require more than 8 diameters of magnification. The maximum correction with a telescopic spectacle and high-plus addition is equivalent to a total of 7.7 diameters of magnification. To achieve

the required magnification for cases which would include optic nerve atrophy or advanced retinal degeneration, we use a compound magnifier or microscopic lens.

The optical design of a microscopic lens permits a flat, corrected field of view that often results in more satisfactory use by the patient than the telescopic lens. These lenses consist of two or more lenses with air interspace and are adaptable for near vision only.

There are several common forms of microscopic lenses. The doublet is composed of two identical plano-convex lenses, each mounted at the focal point of the other. Another magnifier, commonly credited to Coddington, but originally made by Sir David Brewster, is cut from solid glass. It, too, has a relatively short working distance, but the image quality, which is remarkably good, is due, in part, to a central groove acting as a stop.

Some of our best microscopic spectacles are cemented triplets. These lenses, made with powers up to 20 diameters of magnification, are symmetrical and have a relatively satisfactory working distance. The triplet consists of a double-convex lens of crown glass between two negative lenses of flint. It provides a sharply defined, flat field of approximately 30 degrees that is free from chromatism and distortion.

At the present time there are four types of microscopic lenses prepared in varying powers and of different physical design. They are: The American Optical Co., the Feinbloom, the Bechtold and the Policoff lenses.

The Policoff lens, a recent development, consists of a triplet lens inserted into the lower portion of carrier. The microscopic segment is positioned to correspond to the patient's reading level and is not unlike the conventional bifocal in design.

From a cosmetic standpoint, the Policoff, the American Optical, and the Feinbloom series have the smallest axial thickness. The Bechtold lenses have a minimum field of view of 60 degrees, which is approximately 10 degrees greater than the other three types. Although the range of magnification varies with the ophthalmic product, all provide magnification within the range most commonly prescribed.

IV. What Are the Distinctive Features of Agencies Offering Rehabilitive Services?

The new point of view exemplified in the variety of aids emphasizes the equal necessity of developing advanced techniques for working with partially sighted patients. While the needs of the partially sighted continue to be great, constructive interest in these patients dates back less than 25 years. The agencies presently equipped to serve the needs of such patients are still far too few in number.

The largest optical aids programs are sponsored by three non-profit agencies—The Industrial Home for the Blind in Brooklyn, The New York Lighthouse, and The Chicago Lighthouse for the Blind.

Sources from which referrals are made are most frequently professional practitioners, social service agencies, and requests from individuals seeking such service.

Professional persons working with social service agencies frequently ask the question concerning guidance in establishing standards which they can use in identifying persons who might benefit from a subnormal vision examination. Such criteria might include:

(1) *Level of correctable visual acuity*

(a) As a general rule, if the patient's corrected vision is 20/200 or better, the prognosis is favorable. Patients with vision poorer than 20/200 have been aided; however, cases with ability to recognize only hand movement should not be referred.

(b) The minimum level of corrected vision at the reading distance must be relative to the patient's needs, general interests, and intelligence. As a general rule, if the patient is able to read at least large headline print, the prognosis is favorable.

(2) *Nature of Field of Vision*

(a) Marked changes in the visual fields are relative contraindications. Pa-

tients demonstrating major field defects associated with glaucoma, retinitis pigmentosa, and optic nerve atrophy may not be helped by optical aids.

(3) *Psychic Factors*

(a) A "Dependent Blind Personality," demonstrating questionable motivation, mentally senile patients, or those otherwise unsuitable for adaptive training, should not be referred.

As previously stated, the ocular pathology must be reasonably stationary, not active.

Among social service agencies for the blind, the Chicago Lighthouse for the Blind offers many professional services in its varied program. Among their numerous activities, the optical aids program is a relatively new venture for this organization. In addition to providing specialized professional services for the partially sighted, the Lighthouse Committee has planned and has now in progress an extensive research study directed towards developing further understanding in four major areas. These are:

(1) Determination of the types of ocular pathology that lend themselves to the most effective use of visual aids.

(2) Evaluation of the relative advantages and disadvantages of the various types of visual aids.

(3) Consideration of psychological or other factors which lead to the acceptance or rejection of visual aids.

(4) Determination of the extent to which a patient continues to use an aid, and the effect of its use in his life.

This study represents a new trend in the gathering of empirical data which will aid in the understanding of the problems of subnormal vision. It is in sharp contrast to the research of the past, which was concerned primarily with the design and physical properties of optical aids removed from an extensive consideration of adaptive factors which are necessary in determining the extent of correction that is effective both visually and psychologically.

Few studies report the progress of the patient after he has received and used his visual aid. Moreover, we know practically nothing about the patient as a person, from a psychological point of view. Such studies as these serve a two-fold purpose; they not only add new dimensions to our understanding, but they are also a heartening sign of the increasing awareness of the necessity for close and cooperative relationship between the professional practitioner and social service agencies. It is only from such close cooperation that the ideal of considering the individual as both a patient and a person can be realized.

There is no area of professional practice that offers greater possibility for humanitarian service. This is not the sole return; rather, the possibilities are many, indeed. Here is an area in which there is both the opportunity for widening the scope of professional activities and for making full, creative use of the techniques and aids already developed.

There is ample evidence to support the assertion that subnormal vision aids are rehabilitating a substantial number of patients to a more self-reliant, useful life. The challenge of meeting the needs of the partially sighted is similar to those expressed by Alfred L. Severson who has aptly characterized the situation when he said:

"Blindness is no respector of persons. Accidents occur, wars come, a variety of diseases take their toll, old age has its dangers. Call the roll. Shall we speak of John Smith, blinded from a shot in the face during the Chicago race riots of 1919, or good natured John Smith who never misses a day from his job?

"Shall we speak of Mary Jones, a girl blinded through misjudgment in surgery, or able Mary Jones who worked her way through college?

"Shall we speak of John Brown, a professional man, blinded in his later years by glaucoma, or scholarly John Brown, the professor?

"Perhaps the way we call the roll is the final factor which opens or closes to the blind the doors of the seeing world."

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PAPERS PRESENTED AT WEDNESDAY MORNING GENERAL SESSION

THE POSITION OF BOTH THE PUBLIC AND PRIVATE AGENCY WITHIN THE STRUCTURE OF THE TOTAL COMMUNITY SERVICES

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Viewpoints as to the place of the agency for the blind within the community social service structure vary from the extreme segregationist to the extreme integrationist. Both groups are composed of blind clients, blind and sighted staff members of agencies for the blind, and staff members of non-specialized social service agencies. At times, those who most ardently espouse complete integration are evidencing mere lip service. In practice they demonstrate that the opposite, or as near an approach to it as possible, is what they most desire. With others, the desire for integrated services for all blind individuals arises from a sincere conviction as to its validity, but it is accompanied by fear or a lack of trust in the potentials of such a program.

Between the two extreme viewpoints we have many modifications, whose devotees are also of the same composition as the two groups already mentioned. Among these are the advocates of public vocational and rehabilitative agencies for the blind, but all other agency services on a non-specialized basis; and the exponents of the advisability of a use of both segregated and non-segrated services according to the needs of individuals.

In a well-balanced, sound social service community structure, both public and private agencies for the blind, non-specialized agencies not specifically set up to serve handicapped individuals, and agencies serving all groups of handicapped persons, have their place in meeting the needs of blind individuals. It has frequently been said that public agencies, because they are limited in function by governmental decree, are purchasers of services and not a direct provider of services. However, we are all aware that there can be at times a difference of interpretation as to the so-called limited scope, and that some staff members of public agencies, especially on the local level, frequently are giving intensive and extensive social service help. It does not therefore hold that a private agency must be set up to give such assistance.

Many blind individuals, for varying reasons, prefer to go to agencies for the blind. The private agency for the blind which attempts to meet the needs of most of its applicants adequately should have a comprehensive, well-integrated program and team approach. This should include a casework department through which most of the intake for agency services should be centralized; a pre-vocational aptitudes facility; a vocational placement division; workshops for testing, for training, and for short-time employment and terminal employment; home teaching orientation instruction; a group-work department; and consultants and specialists, namely, psychiatrists, psychologists, speech therapists, home economists, and others. Provision should be made for frequent consultations between the representatives of the different professional disciplines.

When an agency offers such integrated services as has been outlined, precaution must be taken not to overlook the needs of the individual who can best be serviced in a non-

specialized agency. It is sometimes easier for the casework staff to refer a client to the group-work department within the agency structure, instead of endeavoring to locate a group placement in a non-specialized agency. A blind individual should have the same right as a sighted individual to a choice of agencies, specialized or non-specialized. At times, the problems with which he desires help have little or no relationship to his blindness. He may, therefore, prefer to go to the non-specialized agency. Also, he may have other reasons for such a choice. For example, Mr. W., a young man who has a double handicap, blindness and very poor hearing, is desirous of help with his marital problems. He is an intelligent man who has always presented a facade of self-sufficiency to the members of the group-work program of the agency for the blind where he has been an active participant for many years. Furthermore, these members look up to him because he possesses skills as a writer. It would, therefore, be too difficult for Mr. W. to accept intensive casework counselling from the social service department of the agency for the blind. He has consequently been referred to a non-specialized family casework agency.

In some states where the population of blind persons is widely scattered, and where no private agencies for the blind exist or where there are only small agencies with a limited program, a good deal of effort must be expended to provide the best available resources for a blind adult or child. This might be an agency for the blind in a different locality which could offer services on a not too rigid geographical basis, or a non-specialized agency within the same locality. Frequently, the latter is in need of consultative service from the agency for the blind, or it might be possible for the two agencies working together to partialize what services they are able to give so as to satisfactorily meet the social needs. Creative imaginative use of resources is important.

I would like to give two illustrations relative to this point.

Miss S., 42 years old, who has been a deaf-mute since birth, and who has had poor vision the past few years, was referred to our agency for help with living arrangements. Until three years ago Miss S. had resided in a small city in upstate New York. Upon the death of her father and her mother's placement in a home for the aged in a larger city upstate, Miss S. had been admitted to a home for the deaf in another part of the state, where she had no friends or relatives and where she was the only resident under 65, and where there was only one other resident of her faith. The welfare department of her city, which was supporting her, had not explored the possibility of assistance from a family casework agency in the city where her mother was institutionalized nor determined whether a private casework agency for the blind or deaf in the state could offer services. Fortunately, after Miss S. had been in the home for the deaf for six months, a caseworker from a private agency for the deaf had occasion to visit the home regarding another client. She learned that Miss S. desired companionship with individuals of her own age and employment, and suggested referral to our agency. Miss S. was placed by us in a fine boarding home in New York City, is participating in the group-work program of the private agency for the deaf, is an excellent trainee in one of our shops, and is being prepared for industrial employment under the sponsorship of V.R.S.

Betty, a 3-year-old retarded child, came to our attention two and a half years ago when a private foster placement agency contacted us as to Betty's potentials for growth and as to the best kind of placement for her. Betty's faher, a widower, had applied at the foster-home agency for placement of the child. The agency had had little experience with blind children, and the staff were puzzled as to how to proceed with the application. Although the Guild's charter permits us to do foster-home placement, we prefer that this function be handled by an agency especially set up for such a purpose. There were frequent conferences held with the foster-home placement agency, to help them to understand the child's needs. After they located a foster home, they again turned to us regarding Betty's admission to our nursery school. The two agencies continued to work together closely, the primary responsibility for the casework with the foster parents being centered in the foster-placement agency. However, after Betty's father re-married and was able to offer a home to his child, it was decided that our agency

should assume full responsibility for the case. Betty has made great progress and is no longer a retarded child.

It is incumbent upon agencies for the blind to take the initiative in setting up cooperative endeavors with non-specialized agencies. At the Guild this summer, we initiated a demonstration day-camp project which is being conducted in conjunction with a community center for sighted children. The casework department of the Guild interviewed the parents of blind children who applied and selected the group for the day camp, the community center selected the sighted children and is providing the day-camp physical setting, and both agencies are providing staff personnel. A comparable demonstration project will be started in the fall with older individuals.

Since blind individuals should have the right to the best of services, it is important that the staffs of agencies for the blind, both public and private, should meet the highest of professional qualifications. They cannot afford to have lower standards than the finest of non-specialized agencies. At present, too few agencies for the blind have field-work training centers for social work and vocational counselling students. Since the students are potential recruits for the staffs of agencies for the blind and can contribute immeasurably to the understanding of our work when employed in non-specialized agencies, efforts would be made by agencies for the blind to qualify for the acceptance of students.

It is also important that in each community there be an assessment of the total community services for the blind—its strengths, its weaknesses, its lacks—and that an attempt be made for better coordination where necessary, and for meeting the deficiencies.

THE DISABILITY PROVISIONS OF THE OLD-AGE AND SURVIVORS INSURANCE PROGRAM

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Introduction

I am very much pleased to meet you here today—to share in your discussions on so many vitally important problems—and to talk to you for a few minutes about the new disability provisions of the Social Security Act.

However, before we discuss the disability provisions, let us very briefly review what social security is and how it works. During the 20 years it has been in operation, the basic idea behind the program hasn't changed: people who work for others or who are self-employed contribute to a fund during their working lives. Then, when they fall victim to certain economic risks, payments are made to them and to their families from the fund maintained by their contributions and the contributions that employers have made. The risks covered are the loss of earnings because of retirement in old age, death, and—most recently—completely incapacitating disability after the age of 50.

Increased public understanding of all aspects of the social security law continue to be one of the most important and constant objectives of the BOASI. But today I shall confine my remarks to the area of your immediate concern: disability "freeze" and the disability insurance benefits programs. As you all know, these programs have implications for you as individuals, as well as in terms of your organization and agency aims.

The Disability Freeze

While disability insurance benefits are limited to totally disabled workers who have reached age 50, the "freeze" provision is designed to protect future benefit rights of all

workers who are totally disabled for long periods during their normal working lifetime. As many of you will recall, a formula in the law gears benefits to the worker's average monthly earning rate. The more he earns—and the more consistently he earns—the higher his benefits. To a considerable degree this permits wage differences that exist between workers and kinds of work to be taken into account automatically in computing benefits; within limits, the individual worker establishes the level of his protection by his past earnings' history. However, prior to the disability provision, periods of low or of no earnings had to be included in arriving at the average monthly earnings; hence, if *for any reason* a person under 65 finds it necessary to stop work or works at much reduced wages over a long period of time, his old-age and survivors insurance benefit right could dwindle or, in some cases, could be lost entirely. In addition, the failure of those who contract serious disabilities prior to attaining age 50 to utilize their right to freeze could result in loss of eligibility to *disability insurance payments at age 50.*

Today, extended periods of work stoppage due to toal disability may be disregarded in determining the eligibility and benefit amounts of totally disabled individuals who meet the requirements of the law. In effect, the 1954 provision permits a worker to have his old-age and survivors insurance status "frozen" as of the time he became disabled. Thus, it preserves intact the insured status of qualified totally disabled persons during the period of their disability, and it protects the amount of retirement, disability, or survivors' benefits payable on the basis of their earnings records.[1]

Disability Insurance Benefits at Age 50

Next month more than 100,000 severely disabled people will receive their first social security disability insurance checks. About 275,000 disabled workers are expected to become eligible for disability insurance benefits in the first year of benefit payments. To cover the cost of disability insurance benefits, an increase in the contributions rate by one-half of one per cent (one-quarter of a per cent on employees and one-quarter of a per cent on employers; three-eighths of a per cent on self-employed individuals) became effective in January, 1957, and is being paid into a separate trust fund, from which payments to qualified persons age 50 and over will be made.

Beginning next month, a disabled worker between 50 and 65 years of age, who meets the requirements of the social security law, may be paid monthly disability insurance benefits. His benefit amount will be figured just as if he had reached 65 on the date his disability began. The amount of these monthly benefit payments will be the same as the amount of the old-age insurance benefit for which the worker himself would be eligible if he were 65 years of age when he became disabled. His dependents, however, do not receive any benefits based on his social security account while he is receiving his disability insurance benefits. At this point, I also want to mention briefly, childhood disability benefits. Under this new provision, dependents' benefits may be paid to the sons and daughters of insured workers if these children were disabled before age 18 and continue to be unable to do any work. Childhood disability benefits became payable last January and, thus far, more than 36,000 benefit applications have been filed.

And now—just who among the Nation's disabled people are qualified?

General Eligibility

In order to get disability insurance benefits at age 50, or to have his social security record frozen, a worker must meet two general conditions. One refers to the amount of work he has done in the past, and the other to his disability. In substance, he must be so disabled that he is unable to perform substantial gainful work, and he must have a social security record of some years standing and one which shows that he was recently a part of the Nation's labor force. Specifically, the worker must have social security credit for at least 5 years of work in the 10 years immediately before the onset of his disability,

[1] It should be noted also that the Social Security Act does provide another protection against the effect of low or no earnings on the worker's benefit. Under the "drop-out" provision, (also available to those who are totally disabled) in computing his benefit, the worker can exclude as many as 5 years where earnings were reduced or nonexistent and thus raise his average monthly wage.

and at least 1½ years of this work must have been in the 3 years just before he became disabled.

In addition, at least 6 months must elapse between the onset of disability and the first month of disability benefits. By the end of 6 months, the great preponderance of temporary ailments or active conditions are cured or stabilized to the point where the severity of the permanent residual can be assessed.

Definition of Disability for the Disability "Freeze"

And now from a general description of the requirements, let me go into the specific language of the law. In the 1954 amendments providing for the freeze, disability was defined as (a) "inability to engage in any substantial gainful activity by reason of any medically determinable physical or mental impairment which can be expected to result in death or to be of long-continued and indefinite duration," or (b) "blindness." This Section 216(i) of the Social Security Act proceeds to define such blindness as "central visual acuity of 5/200 or less in the better eye with a correcting lens; an eye in which the visual field is reduced to 5 degrees or less of contraction is considered to have a central visual acuity of 5/200 or less."

This means that, for the disability freeze, if the applicant's visual impairment meets the statutory definition, we do not have to ask whether or not he is able to work. The "blind" person can have his earnings record frozen even if he is able to work. No matter how much money he may earn and regardless of the type of services he performs, his earnings record could remain frozen until he recovers.

A person who has a severe visual impairment, but who does not meet the statutory definition of blindness, is in the same position as all other severely disabled persons; that is, he may meet the general definition of "disability," if he is unable to engage in any substantial gainful activity by reason of his impairment. For example, we would consider central visual acuity of no better than 20/200 or an equivalent concentric contraction of visual field to be severe enough ordinarily to support a claim of inability to engage in any substantial gainful activity. This is, as you know, in keeping with the usual test for industrial blindness adopted by other Government and private agencies. I say "ordinarily" because if the individual with "industrial" blindness is, in fact, engaging in substantial gainful activity, this must be taken into account.

Definition of Disability for Disability Insurance Benefits

The definition of disability for purposes of disability insurance benefits is contained in the 1956 amendments to the law. It differs from that in the 1954 freeze law in one important respect: only those unable to engage in any substantial gainful activity may qualify. The statutory definition for total blindness is, therefore, omitted. With respect to "cash" benefits, blind claimants are in the same position as all other disabled persons, and we can pay disability insurance benefits to them only if they are disabled for gainful work.

Thus, a statutorily blind person under 65 years of age can have his earnings record frozen regardless of whether or not he is able to work. At age 50 he, like other disabled people, may get disability insurance benefits only if he is unable to engage in substantial gainful activity. If he is able to engage in substantial gainful activity at age 50, he cannot get disability insurance payments.

Determinations of Disability by State Agency

Determinations of disability for the freeze and cash benefits are, for the most part, made by state vocational rehabilitation agencies under contract with the Secretary of the Department of Health, Education, and Welfare. Agreements exist with 56 agencies in 52 jurisdictions. In 5 jurisdictions (New York, North Carolina, South Dakota, Oklahoma and Washington) the determinations are made by a public welfare agency which also administers programs of Federal-State aid to needy disabled persons. In 4 jurisdictions (Pennsylvania, Wisconsin, Delaware, and South Dakota), the work of determinations is shared by a vocational rehabilitation and a public welfare agency or a special agency for the rehabilitation of the blind. A number of other contracting agencies have subcontracts with blind agencies for the purpose of making determinations. In all other jurisdictions, the

determination of disability is made by the state agency which administers the Federal-State vocational rehabilitation program.

Substantial Gainful Activity

As I have indicated before, the individual's unemployment must be clearly related to his disability.

Thus, an individual, even if he has a severe impairment, will not be found disabled under the disability provisions of the old-age and survivors insurance program while he is actually engaging in substantial gainful activity on a continuous basis.

Since substantial gainful activity means the performance of substantial services with reasonable regularity, usually in some competitive employment, or self-employment, work in a *sheltered setting* might disqualify an individual engaged in such work, *if the pay was substantial and the effort sustained.* The governing factor in determining ability or inability to "engage in substantial gainful activity" is not so much the *setting* in which the work is performed as it is the *capacity demonstrated for gainful activity.* Except for cases of statutory blindness, the law does not make any distinction between the freeze and benefits, and the *capacity to engage in substantial gainful* activity, if demonstrated, must logically result in a denial under both provisions.

Since each case is adjudicated in the light of the applicant's total situation as it is affected by his impairment, individual differences in ability to earn must be weighed. Thus, an individual possessing special knowledge and skill who worked only an hour or two daily as a highly paid consultant might be found not disabled; another person, however, whose occupational experience and native abilities restrict his accomplishments to manual tasks, could be found disabled if his condition prevented him from working more than an hour or two at a time. The amount of earnings is, of course, a factor in determining whether ability to engage in substantial gainful activity is demonstrated. The law, however, does not specify a dollar limitation on earnings, and the amount earned is not, by itself, always conclusive. As I indicated, it is considered with the other factors.

In evaluating the work of a disabled person, an evaluation team of medical and lay personnel examines the duties undertaken by the impaired individual and the extent of the physical and mental effort necessary to carry them out. They consider the duration of the work activity and ascertain whether it is sustained or temporary, whether it is intermittent, or simply an unsuccessful attempt to work. A decision of inability to engage in any substantial gainful activity should be consistent with an individual's actual activities.

To sum up, all pertinent factors are weighed to accomplish a realistic determination of whether the activity demonstrates a real capacity for work, or power to earn.

Special Nature of the Definition of Disability

Because the definition of disability in this law is a special one, the fact that a disabled person may be receiving payment for "total disability" from another Government agency, under a company disability retirement plan, or under a privately purchased insurance policy, does not necessarily mean that he will be considered "disabled" under the provisions of the social security law. Industrial disability retirement programs, for example, in their approach to the problem of premature retirement, understandably tend to emphasize aspects of the problem which give the employer primary concern. Generally, they provide for disability retirement when the individual, because of his condition, is unable to continue at his regular job or work satisfactorily at any other job available in the company. It is for this reason that our determinations of disability in some cases are different from those of industrial retirement programs. Similarly, a few of our decisions will differ from those of private insurance, the several types of veterans' programs, workmen's compensation, and others.

We are certainly concerned that such differences exist. It seems inevitable that there will be some differences because some of the programs are designed for specific groups or for specific purposes. We make every possible effort to try to avoid determinations that conflict with those of other government agencies by trying to get all the facts available to the other agency.

A person who is able to do substantial

gainful work but is unemployed mainly because he can't find a job compatible with his handicaps may not, under this law, be considered totally disabled. Nor will he necessairly be considered totally disabled for work because he cannot do the type of work required in his last job.

Temporary Disability

People temporarily prevented from following their usual occupations by disease or injury are not eligible under this program. If a disability is not expected to be of long-continued or indefinite duration, it does not qualify. But these people (as well as those who have permanent impairments) have the advantage of a provision in the social security law that I mentioned a moment ago which permits the dropping out of up to 5 years of low (or no) earnings in the computation of benefits. This "drop-out" of 5 years can be made whether or not the reduction in earnings (or the lack of any earnings at all) is caused by a disability.

Remediability

In addition, a person with a visual or other handicap is not considered under a disability if he can, by reasonable effort and with safety to himself, secure medically acceptable treatment (that a reasonably prudent person could be expected to accept) that will result in recovery or substantial improvement of his condition.

Vocational Rehabilitation

One of the most significant features of the disability provisions is the requirement that all applicants, whether for benefits or the "freeze," be referred promptly to their state vocational rehabilitation services. The vocational rehabilitation agencies will be in a position to recognize and aid, frequently in an early stage, persons for whom appropriate medical and vocational counsel may prevent more serious disability or may restore working capacity. Referral arrangements exist in all states. The visually handicapped are referred to special agencies for the blind.

To bridge the gap between "disability" and "ability" to re-enter the labor market, and in order to avoid setting up barriers to vocational rehabilitation, the law specifically provides that a person who performs work pursuant to an approved state vocational rehabilitation program will not, solely by reason of this work, lose his benefits during the first 12 months while he is testing out his new earning capacity. Even under other circumstances, the individual could be accorded a reasonable trial period in which to determine whether he will be able to adjust successfully to remunerative work activity. However, monthly benefits must be suspended if the individual refuses available rehabilitation services under a state-approved plan without "good cause." We are fully aware that what does or does not constitute "good cause" may involve highly complex questions that can only be resolved after careful consideration of all the evidence in a particular case. No benefit will be terminated until we are sure that all the facts in the case have been carefully weighed.

Offset

Generally, social security benefits are not subject to reduction because of the payment of other benefits. However, the law specifically provides that the amount of the disability benefit for any month must be reduced by the amount of any other benefit, based on disability, payable under the program of another Federal agency, or under a state or Federal workmen's compensation law.

This reduction of disability insurance benefits applies until the individual reaches age 65. At age 65, disability insurance benefits stop and the individual becomes entitled automatically to old-age insurance benefits, which are payable without regard to the receipt of any disability payment under any other program.

Conclusion

The purpose of the old-age and survivors insurance program is to provide the Nation's workers and their families with basic economic protection against loss of earnings because of retirement in old age, death, or totally incapacitating disability. With 92 out of 100 jobs covered by the program, with the recent substantial increase in benefits, with the eligibility age for women lowered to 62, and with the effectuation of the new disability provisions, the program is broadly meeting this purpose.

The prospect of early and prompt referral of the disabled to state vocational rehabilitation services is one of the most significant features of the disability provisions. The OASI

has a great interest in the rehabilitation of the disabled and will exert every effort to advance this objective.

Not all applicants, however, have a realistic occupational potential; nor can they all be restored to economic self-reliance. For many, prolonged disability means that earned income stops at a time when expenses are especially heavy and it is never resumed. Therefore, while payment of benefits is still the central purpose of OASI, our interest is not confined to benefits alone. We share with allied programs a common and genuine interest, not only in restoring the disabled to active, productive roles in the community, but also in assuring effective referral of these persons to other services and community resources.

In short, we in OSAI see the problem of total disability in a much broader context than merely one of income maintenance. We feel that the OASI disability provisions will bring into even sharper focus the specific problems encountered by the blind in work activity, employer prejudice, etc. Hopefully, this heightened focus will help to dispel some of the traditional sterotypes about the visually handicapped and provide new employment opportunities for the visually handicapped.

We are, of course, anxious to clarify and simplify the administration of the disability provisions. In accomplishing this, however, our procedures and policies must, of course, be consistent with the social insurance principles on which these provisions are based. Many suggestions for the modification of some of the basic disability policies have been made by organizations devoted to the welfare of the blind. Some of these could be accomplished only if Congress makes changes in the law. We are, however, continuously appraising the effectiveness of these provisions in the light of our operating experience.

This is a new program. We want to be sure that the policies we adopt are realistic from a social, administrative and technical point of view. We also want to foster public understanding of our program objectives. By consulting with interested organizations, including those of the blind, in the formulation of policies for administering the disability provisions, we try to make certain that the basic principles and processes employed in translating the law into actual benefits and services are realistic and wholly consistent with the law's intent.

TEN YEARS OF COOPERATIVE REHABILITATION ACTIVITES — OPERATIONS AND RESULTS

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The Lighthouse of
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Introduction

How effectively have the voluntary agencies rehabilitated blind people since Vocational Rehabilitation Services came into the picture twelve years ago? I doubt that few, if any, of us have the incontrovertible facts to answer this question. The Lighthouse offers this contribution as the answer of one agency. Until many other agencies have made similar studies we shall not know whether or not our results have been good. We have no basis for comparison.

As a result of intensive efforts on the part of a number of our key personnel, and because of ten years experience, we are able to present an analysis and interpretation of 501 trainees, assigned to The Lighthouse by the Vocational Rehabilitation Services of the New York State Commission for the Blind, since the spring of 1946, for whom (1) evaluation, (2) pre-vocational and (3) vocational training services were provided. Another 295 received only psychological appraisals or one or more other single services. Others died or were untraceable. These 295 are not included in this analysis.

So far as we know, this is the first report of a substantial number of blind trainees who

completed their training at a voluntary agency and who have been followed up over a period varying from 1 to 10 years, that is, from the spring of 1946 to December 31, 1955.

We hoped to find out how effective our cooperative relationships with the V.R.S. had been, whether there could be improvement in these relationships, whether the program for blind people had improved, and whether as a result they were better off.

The Beginning of V.R.S. Training at Lighthouse

In 1944 the Commission for the Blind, New York State Department of Social Welfare, held a meeting in Albany for the purpose of discussing with agencies for the blind a proposed cooperative vocational rehabilitation program whereby the State Vocational Rehabilitation Services would pay local voluntary agencies for training blind individuals approved and referred to the agencies by V.R.S. The Lighthouse at this meeting publicly expressed its unqualified interest in this proposal and shortly thereafter developed a sound, well-rounded working agreement for the futherance of the vocational rehabilitation program for our share of the blind in the State of New York.

The great contribution made by V.R.S., under the utterly devoted administrative skill, vision and helpfulness of Mr. Herbert R. Brown, Director of the Service, and his staff, were the establishment of standards, evaluations, and formal procedures which were so greatly needed in rehabilitation work in New York State. Of course, the financial remuneration to the participating agency on a fee-for-service basis was what enabled the extensive enlargement and improvement of staff. These net fees to The Light house increased from $556.00 in 1946 to $33,357.00 in 1955. In addition, V.R.S.'s provision of client maintenance allowances, handled through the receiving agency, was an essential part of effective rehabilitation. Equipment, tools and special stock were also provided, when necessary.

What did The Lighthouse bring to V.R.S.? It brought the "know how" acquired over years of rehabilitative work with people of every type, and it provided a physical plant, a trained staff, a multi-activity program, and a healthy climate of open-mindedness and freedom from fixed ideas and read tape. In dollars and cents, the operation of a program which now represents a million and a quarter dollars yearly, in addition to a three million dollar industrial operation, was placed at the disposal of, or made available to, the V.R.S. trainees.

Staff that Served Trainees

The training staff of The Lighthouse, under the supervision of Miss Marian Held, Director, Department of Direct Services, consists of a director, a supervisor, a psychologist, a newsstand supervisor, 2 counselors, 5 teachers and 2 secretaries—a total of 13. The Director of Employment and his staff play an important part in this program, not only in seeking actual jobs, but in an advisory capacity, and in providing current labor market information. Many other staff workers are intimately involved. These are our social service, medical, home teaching, shop and music school personnel. On another level are the recreation workers, the vacation camps, and all other direct services personnel, as the need arises. All are ready and eager to lend a helping hand.

Sources of Information

Information for this study was gathered from three sources. The Lighthouse case histories of each trainee provided information on 24 of the 27 main headings under which data were tabulated for each of the 10 years under study. The three remaining items—present employment, weekly salary range and reasons for unemployment, if presently unemployed, were obtained by questionnaires. Realizing the difficulty blind people experience in filling out elaborate questionnaires, ours was kept to the irreducible minimum. The results were encouraging. In addition to the replies received, The Lighthouse staff completed information on others in person and by telephone.

Of the 796 persons served, we eliminated 159 receiving psychological appraisals only, 91 receiving one or more other single services, 33 who had died, and 12 whom we were unable to locate. Thus for this study we were left with 501 individuals who had received "the full treatment".

Lighthouse Non-V.R.S. Services

It should be pointed out that The Light-

house has always endeavored to adjust, train, and find employment for its blind clients. It accepts any and every blind person who seeks its assistance. Naturally, there were many whom we could not recommend for V.R.S. training because of ill health, other physical handicaps, age, lack of vocational objective or motivation, actual inability, mental state, etc. In fact the non-eligible group considerably exceeded the V.R.S. group. These continued, and will always continue, to have Lighthouse services.

Analysis of 501 Trained

These were divided into two groups—those 426 whose permanent residence was in the four boroughs of New York City which The Lighthouse historically serves, and those 75 whose permanent residence was in Brooklyn and in 11 other New York State counties. Since this distinction has little meaning except for The Lighthouse and the V.R.S., it will be disregarded in our future tables. However, it is presented in this instance. (See below).

Demographic Data—Sex, Age, Citizenship, Marital Status, Educational Background

There were about 6 males to 4 females; 96 per cent were citizens; 55 per cent were single; 29 per cent were married; 11 per cent were divorced or separated; and 5 per cent were widowed. Between the ages of 16 and 39 were 57 per cent; between 40 and 59 were 41 per cent; and age 60 and over were 2 per cent.

In regard to educational background, high school graduates represented the largest group, viz., 31 per cent, with those who attended high school next with 24 per cent. Grade school graduates claimed 17 per cent while those merely attending such schools claimed 16 per cent. Four per cent simply attended college, while 6 per cent had a college degree. The remaining 2 per cent represented no formal education or attended only evening English classes or were unknown. However, in addition to the schooling listed, 14 (or 2.8 per cent) attended also schools of law, business, arts, nursing, music, trade and dietetics.

TABLE I

Place of Permanent Residence (County)

In Lighthouse Area of Service	*Number*
New York	228
Bronx	118
Queens	75
Richmond	5
Total	426

Outside Lighthouse Area of Service	*Number*
Kings	45
Nassau	4
Suffolk	4
Erie	7
Niagara	1
Schenectady	2
Cortland	1
Westchester	5
Monroe	2
Renessalear	1
Yates	1
Genesee	1
Unknown	1
Total	75
Grand Total	501

Family and Economic Status

It was found that upon entering training 71 per cent were living with their families, 18 per cent were living alone, and 11 per cent were boarding. Economic status revealed that 48 per cent were supported by their families, 25 per cent were receiving public support, 20 per cent were self-supporting, 3 per cent were receiving pension, while 4 per cent were receiving insurance, compensation, social security, or private relief of some kind.

Vision

Fifty-five per cent had usable vision within the legal classification of blindness, 32 per cent were totally blind or had light perception only, while 13 per cent could observe hand movement or count fingers.

Age of Onset of Blindness

The analysis showed that 187 or 37 per cent became blind during the first 15 years of life; 186 or 37 per cent because blind between the ages 16 and 39; 122 or 24 per cent

between the ages of 40 and 59; 2 per cent only were blind after 60; and 4 per cent were unknown.

Type of Training

Our records show that 35 per cent had pre-vocational training only, 27 per cent transcribing-typing, 26 per cent vending stand training, 11 per cent on-the-job training, while 1 per cent had professional training such as home teaching or music. Incidentally, 55 per cent were referred by V.R.S. and 45 per cent by The Lighthouse.

First Employment After Training

Those who obtained employment after training numbered 358, or 71 per cent of the 501, and they held 41 types of jobs. These jobs were secured through the efforts of no less than 8 organizations, The Lighthouse being responsible for 65 per cent, and the individual himself for 7 per cent. Seventeen per cent were unknown and the other 11 per cent were scattered. Our data for the starting salaries for this group were very incomplete. All we know is that one received between $60 and $80 per week, 24 between $40 and $60, and 19 under $40. Data for present salaries tell another story.

Present Employment Status

On this we have better data. Three-hundred-six or 61 per cent were employed, 179 or 36 per cent unemployed, and only 16 or 3 per cent were unknown. We have recorded 48 types of employment and the 29 reasons for unemployment. Using numbers instead of percentages, we found among the 179, 44 were seeking work, 39 were ill, 25 said they were now housewives, 15 were unknown, 9 were not feasible for employment, 8 were attending college, 7 were continuing training into 1956, 7 were retired, and 26 gave individual reasons such as "will not travel, waiting for pension, not interested in employment, and interference with free-lance writing."

The 306 individuals presently employed were holding 48 types of jobs, of which 256 or 84 per cent were concentrated in 9 types and 50 or 16 per cent in 39 types. The 9 principal types of employment were: newsstand operators, 73; workshop for the blind, 66; transcribing-typist, 64; concession operators, 17; Lighthouse Part-time Work Center, 12; outside industrial employment, 10; home teacher, 6; salesman or saleswoman, 5; and clerk, 4. The 39 occupations represented by one, two or three individuals were: scalp masseur, messenger, receptionist, porter, shipping clerk, elevator operator, music teacher, lecturer, "baby sitter", social worker, home-worker, presser, building superintendent, psychologist, physical therapist, helper in nursery school, retail store clerk, owner of candy store, insurance broker, dishwasher, cafeteria operator, ball collector in an amusement park, housekeeper, hotel coffee man, owner children's clothing store, domestic, junk dealer, counter girl, training instructor, order clerk, film winder, worker for shipping line, X-ray plate developer, recreation worker, postoffice clerk, and medical secretary. Two were unknown. Who says agressive efforts cannot place blind men and women in a wide variety of remunerative jobs?

Salary Range

Of the salaries received by these 306 who were employed December 31, 1956—over half —170 or 56 per cent received between $40 and $60 a week; nearly a third—88 or 29 per cent received under $40; 32 or 10 per cent received between $60 and $80; 5 received between $80 and $100; while 2 received over $100; and 9 were unknown.

Of the 88 reporting less than $40 a week, 26 were marginal or part-time workers in agencies for the blind, 43 were newsstand or concession operators on short-hour stands or on part-time concessions. The balance, 19, includes 2 operators of their own businesses, domestics, messengers, clerks and part-time workers.

Time Lapse Between Completion of Training and Employment—TABLE II
Information for 328 Trainees

Number	*Per Cent*	*Time Lapse*
144	44	none
52	16	between 1 and 4 weeks
33	10	between 5 and 8 weeks
27	8	between 9 and 12 weeks
29	9	between 13 and 26 weeks
25	8	between 27 and 52 weeks
18	5	one to three and a half years
328		

Duration of V.R.S. Sponsorship

Naturally, duration of V.R.S. sponsorship varied with the type of training and the responsiveness to training of the trainee. For 115, the period was less than two months; for 373, it was six months or less; for 100, seven to twelve months were required; while 11 needed longer periods up to 21 months.

Case Histories

By this time you will be weary with the facts and figures of this group of 501 blind men and women trained at The Lighthouse through the outstanding cooperation which has existed without break between the V.R.S. of the New York State Commission for the Blind from the beginning 11 years ago. Just let me give you three examples of real people.

P. L., age 48, was trained as a transcribing-typist under V.R.S. sponsorship in 1946. Before the onset of blindness, she was employed by the State in a clerical capacity and was rehired under their Civil Service program as a transcribing-typist in the Tax Department where she is still working. As a result of training, she developed a higher skill and has been up-graded with the normal increase in salary.

* * * *

E. A., age 32, was first known to The Lighthouse in 1949, having come from South America to New York for treatments of burns of the eyes and face, including skin grafts. Arrangements were made for her to attend our Part-time Work Center when she did not have to be at the hospital. She also took music lessons and attended many of our recreational activities. In 1955, when she completed the series of skin grafts and it was no longer necessary for her to be periodically hospitalized, she was trained under the V.R.S. program and, as a result, employment was found for her as an X-ray plate developer in a hospital darkroom, training for which was arranged with one of the New York hospitals before placement was made. She was placed in 1955 and continues to work there.

* * * *

H. I., age 58. In addition to his visual handicap, he suffers from a slight heart condition plus a hernia which forbids any strenuous physical activity. Previous to loss of vision, he was employed as a salesman and clerical worker. In 1955, he was given a period of evaluation training and, as a result, seemed best suited for office work, despite his age. He was trained as a transcribing-typist and a short time after training was employed in this type of position by a commercial radio firm.

Summary

We have analyzed the information obtained from our records, our questionnaires, and our personal interview follow-ups. While the data are analyzed separately for each year and for the areas served by The Lighthouse and the areas usually not so served, they are presented here regardless of year and area.

Such a study required an immense amount of work by Miss Mildred Derganc, Director of Training, Mr. Thomas F. Gilmartin, Supervisor, and others, all in addition to their very heavy schedule of duties and responsibilities. I cannot thank them enough for their conscientious labors. I am simply their mouthpiece.

To summarize this group of 501 trainees: males were somewhat in excess of females, practically all were citizens, over half were single, almost a third were married, the majority were under 40 years of age, only a handful were over 60. High school graduates were the predominant group; only a tenth had been to college. However, a few had had professional-school training. Most were living at home, and half were supported by their families, while a fifth were self-supporting. Over a half had usable vision, a third were totally blind or had light perception only. A third were given pre-vocational training only, almost a quarter had transcribing-typing training, a quarter newsstand-concession training, a tenth on-the-job training. Less than three-quarters obtained employment after training, holding 41 types of jobs. At present, that is at the end of the 10-year study, almost two-thirds were employed in 48 types of employment. Of the 29 reasons for unemployment, many were entirely justifiable—the ill, the housewives, those attending college or continuing training, the retired, the unknown —and these numbered 60 per cent of the 179 unemployed. Another 25 per cent were seeking employment.

While 48 types of jobs were represented among the employed, two-thirds were found in newsstand operation, workshops for the blind and transcribing-typing. The others were found in a wide variety of occupations. Over a half of the employed received between $40 and $60 a week, a third received less than $40 (includes marginal or part-time workers in a variety of jobs and those operating short-hour vending stands), while a seventh received $60 to $100 plus.

While there was no time lapse between training and employment for less than a half, there were lapses for some up to a year, with a few who required from one to three-and-a-half years to place.

Conclusions

1. A high degree of effective, understanding cooperation has existed unbrokenly between the V.R.S. and The Lighthouse during these 10, now 11, years. We have no important suggestions to make for improving these relationships.

2. The rehabilitation services of The Lighthouse have been greatly increased and its standards improved because of the V.R.S. stimulation and support.

3. We are convinced that the 796 blind people who have been served through our V.R.S. relationships have been benefitted in both tangible and intangible ways. Of the 501 who had both extensive and intensive training, 306 were employed in remunerative jobs at the close of this study.

4. Aside from employment, it can be said that the trainees benefitted greatly from their social contacts, widened horizons, development of self-confidence and acquisition of useful skills. For most, life has taken on new meanings.

5. Until other comparable studies have been made, it is impossible to judge whether the achievements reported are as good as can be expected.

NATIONAL SURVEY OF PERSONNEL STANDARDS AND PERSONNEL PRACTICES IN SERVICES FOR THE BLIND 1955

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Washington, D. C.

(Note: The following report by Miss Plunkett is being printed herewith in lieu of extemporaneous remarks concerning the survey presented by Mr. Alexander Handel, Director of Community Planning, American Foundation for the Blind, New York, New York, which were not available for publication.)

The Bureau of Labor Statistics has recently issued a report* based on its survey of paid professional, administrative and technical personnel in work with the blind in the United States, and of the agencies that employ them. This study was made under a contract with the American Foundation for the Blind, a national research and consultative agency devoted to expanding knowledge about and improving services to blind persons.

Under the definitions of coverage used, there are some 400 private and public agencies that either devote themselves exclusively to work with the blind or, in the case of a number of public agencies, employ specialized personnel to furnish services to blind individuals. These agencies employ an estimated 4,500 professional, administrative and technical personnel. Excluded from the survey were those public agencies, mainly state agencies, which, although

*2 vols. Text, 150 pps., including 103 tables and Appendix including job descriptions, agencies surveyed and questionnaires used. Available from B.L.S. or American Foundation for the Blind, 15 West 16th Street, New York. A 7 page article, containing 6 tables, appears in the *Monthly Labor Review* for July, 1957. Reprints available from B.L.S.

they provide some services for blind individuals, render services to them through their general staff.

Of the 400 agencies canvassed, 181 were voluntary, or private, and 219 were public. Eighty per cent responded, the greatest non-response being among the smaller private agencies. Nearly 3,200 individual staff members, or 70 per cent of the estimated universe, filled out and returned questionnaires, with the lowest response coming from the residential schools, Veterans Administration Hospitals and voluntary agencies as a group. Even in these categories, however, two-thirds of the employees replied.

Public agencies account for two-thirds of the more than 7,000 paid employees of all kinds in work for the blind reported by the 318 cooperating agencies, and for about three-fourths of their 3,948 professional, administrative and technical staff members. Although public agencies use only insignificant numbers of unpaid volunteers, private agencies apparently rely very heavily on them. Detailed data in the report relate, however, only to paid workers.

Over four-fifths of the paid professional, administrative and technical workers were between 25 and 60; over half were under 45. Women constituted just under 60 per cent of the workers covered, or twice the proportion of women in the United States labor force in 1955. The high proportion of women is accounted for by the large numbers of teachers and housemothers in residential schools, and by their predominance in the occupations of social caseworker and home teacher. Non-whites made up only about 6 per cent of all workers studied.

Thirty per cent of the workers participating in the survey had some form of visual handicap. Half of these, or 460, were totally blind. The incidence of all types of visual handicaps was considerably higher among the professional workers than among the administrative and technical—35 per cent compared with 20 per cent. The great majority of all blind or otherwise visually handicapped workers have had such impairments from infancy or youth.

Over one-fifth of the reporting workers had a Bachelor's Degree, another 31 per cent had received additional academic degrees or had had some graduate work, and another 6 per cent had had some kind of technical training beyond high school. Twenty-three per cent had had no college training at all. As might be expected, a higher proportion of employees with Bachelor's Degrees were found among the younger workers. Among degree holders, the men had somewhat better education than the women. The higher proportion of women than men with no college is probably accounted for by the numbers of housemothers whose highest education was predominantly at the high school level.

One hundred distinct occupations were developed from the almost 300 job titles reported, and there were sufficient employees in 69 of them to warrant separate presentation of data. The most important occupations numerically were teachers, social caseworkers, home teachers, vocational counselors, agency directors and houseparents. Totally blind employees were concentrated in most of these same occupations.

Two sets of wage data were collected—annual salary ranges by occupation from the agencies and actual monthly earnings as of September, 1955, from reporting employees. Teachers' salaries were adjusted so that when multiplied by 12 they would produce an annual figure comparable with annual earnings in the other occupations. The median monthly earnings of professional workers was $301, irrespective of maintenance, with 6 per cent earning $500 or more per month. Among the more important professional occupations, casework supervisors, placement workers and vocational counselors were the highest paid. The median earnings for administrative personnel were much higher—$465 per month, with 46 per cent earning $500 or more. Technical workers had the lowest median—$234—but this figure is heavily influenced by the large number of housemothers whose median earnings were only $162. Almost 60 per cent of these housemothers, however, received maintenance in addition to cash salary. The highest paid technical workers were the guide dog trainers, with median earnings of $378, in addition to maintenance. About one-fourth of all workers got some, or full, maintenance. These were concentrated in the residential schools. The median work week

was 40 hours, but housemothers typically worked 50 hours or more on a regular basis.

Fifty distinct kinds of service were offered by the agencies studied. Among the principal ones were medical diagnosis, counseling of parents of blind children, distribution of Braille and Talking Books, and home-teaching services. The most significant vocational services are evaluation, counseling and training, and the operation of sheltered workshops. Educational services are provided principally by the residential schools, but by 1955 some public school systems in 18 states had established programs of education of blind with sighted children.

Over three-fourths of the agencies serve the multi-handicapped blind, mainly the deaf and/or crippled. About the same proportion of the agencies employ handicapped personnel, principally those with a visual disability.

In addition to reporting salary ranges (not presented in this article) agencies reported their policies on "fringe benefits." Only 5 of 304 reporting on this point did not contribute to a retirement plan. The most significant single fact is that all the private agencies have elected to come under the OASI system and that one-fourth of them contribute to some private plan as well. Only 5 per cent of the agencies do not provide paid vacations after one year of service. The most common vacation period was 2 weeks after one year of service. The median number of paid holidays was 7 in private and 10 in public agencies. Over one-fourth gave 11 or more and about 10 per cent gaves less than 6.

Ninety per cent of the agencies make some provision for paid sick leave, almost half providing 12 days or less, one-fourth more than 12, and 19 per cent grant sick leave on an individual basis. It is among the small private agencies where the "no paid sick leave" policy is concentrated, as well as the policy of dealing with illness on an individual basis. Employer contributions to group hospitalization were made by only 14 per cent of the 306 agencies reporting on this point.

PAPERS PRESENTED AT THURSDAY AFTERNOON GENERAL SESSION

PARTNERSHIP OF THE BLIND WITH THE AGENCY FOR THE BLIND

On Behalf of the Canadian Council of the Blind

*Norma E. Hughes, Secretary-General
The Canadian Council of the Blind
London, Ontario

Today it is my privilege and pleasure to present to you the experiences of blind Canadians in their efforts to achieve a working partnership with The Canadian National Institute for the Blind—Canada's chief service agency for the sightless. I am happy to make this presentation on behalf of The Canadian Council of the Blind—Canada's largest orgaization of the blind themselves.

Before proceeding to discuss in detail the accomplishment of this partnership which we in Canada enjoy, I should like to give you a brief picture of the origin, purpose, and a little of the history of The Canadian Council of the Blind, more familiarly known as the C.C.B.

Ever since the early 1900's, small groups of blind people have banded together for social purposes, or for the betterment of conditions for themselves and their fellow-blind. Around 1941, the idea was conceived that, were all the existing groups to unite, this nationally constituted organization might well become "the voice of the organized blind" of our country. I shall not take up your time with details of the early negotiations, but the end result of a great deal of thought and planning was the establishment, in 1944, of The Canadian Council of the Blind comprising 7 member clubs. The Council now has 62 clubs, with an over-all membership of approximately 3,900 blind persons. From this you will see that the C.C.B. is still in the development stage—for there are 22,000 blind Canadians. However, allowing for the fact that all groups do not necessarily wish to become affiliated with our Council, and for the fact that blind individuals do not always wish to join a club of the blind, we feel that our goal of 100 clubs with some 7,000 members is quite within the realm of possibility in the not-too-distant future.

Our primary purposes can be briefly stated as these: to promote the organization of clubs of blind people throughout Canada, and, as these clubs become active functioning units within their Council, to cooperate on the club, division, and national levels with The Canadian National Institute for the Blind, with the schools for the blind, with the Federal and Provincial Governments in Canada, and with the general public for the amelioration of conditions among Canada's sightless citizens in all areas of daily living.

In this present instance, we are dealing mainly with that part of our purpose which treats of the cooperation with the service organization, the C.N.I.B. Our cooperation with other groups in Canada will be considered only in respect to our relations with the service agency.

This partnership can best be illustrated as it has developed through the work of the various standing committees set up in our C.C.B. constitution. These committees are: finance, recreation, education, publicity and

*Visually handicapped.

legislation. In addition to the above-mentioned committees, I shall also deal with prevention of blindness, extension, public relations, and one or two special projects. It should be understood that the major part of this program is carried out on three levels—club, division, and national, and that the partnership must be maintained on these same three levels if it is to succeed.

FINANCE. During the very early days, the C.C.B. was financed by contributions from the participating member clubs. This arrangement was satisfactory in the initial stages, but it soon became apparent that more stable financing would be necessary if the infant organization were to survive. Ways and means of financing were discussed, and it was here that there began the first real partnership between the C.C.B. and the service agency. The only visible means of financial support appeared to be by public appeals for funds. This the Council was most reluctant to do, owing to the public confusion which would result. It was at this point that the C.N.I.B. came forward with an offer to finance the C.C.B. on the local, divisional and national levels—with no strings attached. After much consultation this offer was accepted on the understanding that the autonomy of the Council would always be respected. The Council personnel were in complete agreement that multiple appeals to the public only create confusion, and thus damage the blind people whom they wanted most to aid, and therefore they were willing and anxious to try the proposed financing scheme. The C.C.B. has tried to keep its requests reasonable and consistent with conditions existing in various parts of Canada. The C.N.I.B. has always respected the Council's autonomy and has never used its financial support as a means of influencing Council decisions. If there have been times when the agency has not been in accord with our policy, they have never used methods of dissuading us, other than those used in democratic free discussion. Perhaps an illustration from another field would best serve to clarify this point. A few months ago, a Canadian Citizens Forum panel was discussing Canada's roll in foreign affairs. The question was asked, "Does Canada's membership in N.A.T.O. and the Commonwealth limit her independence in the matter of foreign policy?" The reply was, "No, membership in N.A.T.O. and the Commonwealth does not limit Canada's independence. It simply changes the form of that independence." I believe this comparison to be analogous with the situation existing between the C.C.B. and the C.N.I.B.

These financial arrangements cover all phases of Council activity, from our national office and our national conventions through the seven divisions, right to the clubs, which are financed, in most instances, by the local C.N.I.B. Advisory Boards. We have found that this system works amazingly well, when one considers the wide variety of people concerned, and the various stages of development existing in the clubs which are organized from time to time. On the local level, it has been found most satisfactory to adopt a broad overall policy within which the affiliating club agrees to operate. This policy gives the club freedom to express its own initiative but at the same time discourages any public fund-raising projects. Part of the procedure of affiliation with the Council is the endorsement by the new affiliate of the regulations governing its financial policy. That no new affiliate has yet questioned this policy as being limiting or dictatorial would seem to indicate that it is sufficiently broad in scope to meet all reasonable needs.

RECREATION. Having established our financial policy, we shall now turn to one of the main phases of Council activity—rehabilitation through social and recreational programs. It is our conviction that membership in a club of the blind can do much to rehabilitate a newly blinded person by providing outlets for expression of his innate talents and acquired skills. It is our hope that such club activity as he can participate in will provide him with a stepping stone which will gradually lead him back to the normal life he enjoyed before the onset of blindness. Failing this, it at least provides him with group activity, thus taking him out of his own little circumscribed world of home and blindness. Here, again, we work in close cooperation with the service agency. In this instance, our roll has often been that of promoter or adviser. For example, at one of our division conferences a delegate suggested that there ought to be summer camps for the blind in

his area. Our Council does not provide such services, but we could, and did, take the proposal to the corresponding C.N.I.B. Division. The ultimate result was the establishment of two ten-day summer camp periods for the blind people of that region, with a C.C.B.-C.N.I.B. special committee to handle applications. Blind persons over a wide area benefit from this camp, which is staffed and administered by the C.N.I.B., but the inspiration for which came from blind people themselves, at a C.C.B. division conference.

Bowling among the blind was, of course, in existence in Canada before the Council came into the picture. However, as new clubs were set up, new bowling teams were formed, and this sport has seen an ever-widening expansion during the past ten years through the joint efforts of the C.N.I.B. who make the services available, (frequently in co-operation with local service clubs), and of the C.C.B. who promote this sport by correspondence with clubs, sports bulletins, and discussion of bowling problems at division and national conferences. The same may be said for a wide variety of other games, such as cribbage, table bowling, carpet bowling—to mention but a few. It will be readily seen that, in the realm of recreation, the two organizations complement one another — the one promotes and maintains active interest; the other provides the facilities for carrying out the programs. Problems are bound to arise where so wide a territory is involved. We have encountered difficulties. We will continue to encounter them. But we have yet to encounter any problem which could not be solved by free and uninhibited consultation. We have in the Council a national committee on recreation, seven division committees, and, in many clubs, local committees. In addition, we have joint C.C.B.-C.N.I.B. committees who serve as liaison between their respective groups, and frequently function as a clearinghouse for ideas and suggestions.

EDUCATION. The C.C.B. and its divisions also maintain committees on education. The duties of these committees, as stated in the Constitution, read: "to *promote* the education and training of the blind to enable them to function fully as citizens and particularly to fit them to earn their livelihood." For the C.C.B., the key word here is "promote". We do not carry out educational projects except in one phase, which I shall deal with later. Our approach in the realm of education is somewhat different from that of recreation. In Canada, education for both blind and sighted youth is directly under the departments of education of our ten Provincial Governments. Thus, neither the Council nor the Institute is directly responsible for this phase of service for the blind. However, both our organizations are keenly interested in the training of blind youth, and a fortunate situation has developed whereby our Council, which is not a service agency, can make constructive suggestions to the schools at times when the agency's hands are tied. A specific example of this was in 1950, when Dr. Berthold Lowenfeld of California carried out a survey of schools for the blind in Canada under the auspices of the C.C.B. Such a survey could not have been undertaken by the agency which has always followed a policy of non-interference in educational matters. As previously pointed out, the Council is financed by the Institute. It therefore becomes self-evident that this partnership has directly benefited blind youth. Without the financial backing, the Council could not have undertaken the survey. Without the survey, certain improvements might very well have been much longer delayed than has been the case as a result of this cooperative action.

Getting into the field of adult education—we can sometimes act in an advisory capacity to the service agency which provides courses for vocational training of the blind. If the C.C.B. or one of its divisions sees an educational or training need which is not being met by the agency, the deficiency is pointed out, and, as soon as funds and facilities become available, this deficiency is corrected. On the other hand, we of the C.C.B. have had to learn that it sometimes requires time and patience to bring about the desired changes in any program.

The one phase of education in which the Council has actively engaged has been the promotion and encouragement of self-improvement courses in our clubs. Such courses as parliamentary procedure, effective speaking, good grooming, and others, have helped our club members to present a better appearance, and to speak and think more clearly at our

conventions. This, together with the executive experience the members have gained, has been helpful to the agency, as new material has thus been discovered and developed for C.N.I.B. staff positions later on.

PUBLICITY. The Council has two main avenues of publicity. One of these, the quarterly publication of *The C.C.B. Outlook,* is strictly a Council project, and has little place here. I mention it in passing, as it is one more avenue by which the talents of blind people have been discovered and expressed.

The other is our annual White Cane Week educational program which has been held each year since 1946. This idea, which came out of a C.C.B. convention, and in which the C.N.I.B. was invited to participate, has developed through the years to the point where it is now a widely known annual event throughout Canada. Here our partnership with the C.N.I.B. begins in the spring of each year, when the C.C.B. committee and the C.N.I.B. Public Relations Department sit down together to map out the over-all plans for the program the following February. It extends through the divisions, to the clubs and the local C.N.I.B. branches where a wide variety of local publicity projects have been tried during the years. Frequently, our part has been to gather new ideas and suggestions from our club members, and to provide material which can be incorporated into the press and radio releases. These ideas are sifted by the joint committee, after which material is prepared and distributed to C.C.B. clubs and C.N.I.B. offices for wide circulation in the communities. On the local level, C.C.B. and C.N.I.B. personnel join forces to address school children, demonstrate Braille and crafts or appear on TV and radio shows. Not only has White Cane Week achieved its purpose of disseminating knowledge about the needs and capabilities of Canada's blind, but it has given C.C.B. club and division personnel much-needed experience, and firsthand knowledge about the work being carried on by the agency for the blind.

LEGISLATION. Improvements in the legislative provisions for blind Canadians have always been a topic of grave concern to our people, even years before the C.C.B. came into being. As early as 1924, isolated groups of blind people were seeking ways and means of bringing our needs to the attention of the Federal Government. The C.N.I.B. had long been active in this field, and, as a result of its efforts, the first pension legislation for the blind was adopted in 1937. By 1944, the C.C.B. was beginning to make its voice felt. In this, our initial legislative effort, we had, to support and guide us the years of experience gained by the Institute. Our partnership has again been on all levels, but in this instance, action on the club level has usually been confined to special club committees who work closely with the local C.N.I.B. staff members when planning joint approaches to district Members of Parliament, or local service and other influential organizations. At our national conventions, the topic of legislation has always aroused animated discussions, and it has not always been easy to reconcile the views of delegates who come from all parts of Canada. Throughout our many deliberations on this all-important subject we have depended much on the wisdom of the C.N.I.B. officials who have had the benefit of much wider experience in legislative matters.

PREVENTION OF BLINDNESS. Another of the objectives stated in the C.C.B. Constitution is "to promote measures for the conservation of sight and the prevention of blindness." This phase of our Council program was given little attention, except indirectly through White Cane Week, until 1953, when it was decided to establish a special committee to study prevention of blindness and sight conservation. It will be readily understood from the foregoing that our role in this field could not be one of actual prevention, as we are not equipped to carry on services, nor do we possess the technical knowledge necessary to deal with so specialized a subject. However, it is our purpose to gather information about the cause and treatment of eye conditions, the frequency of eye accidents, and the accepted practice for sight conservation, and to make this information available to our clubs. Thus, it is hoped that at least some of the club members will acquire a general working knowledge of the subject, which can be passed along to their seeing friends as the opportunity presents itself. This over-all goal is in the very early stages of accomplishment, and its ultimate fulfillment will require considerable time and effort. However, we look forward

to success in the future, for we have received, and I am sure will continue to receive, the cooperation of the C.N.I.B. eye service department, whose staff have made available pamphlets and information and have generously responded to our committee's requests for consultation. We consider partnership with the C.N.I.B. in this undertaking most essential, as we are lay workers, and are anxious to avoid any mistakes which would confuse the sighted public.

EXTENSION. As previously stated, the C.C.B. has, since 1944, progressed from 7 to 62 member clubs. The method of accomplishing this steady growth has varied according to the region concerned, but it has taken the following general course. It frequently happens that blind persons attending a division executive or conference report a club potential in a given district. If the prospect seems a likely one, the Division Chairman or Membership Convener will contact the C.N.I.B. Field Secretary to explore possibilities of a club in his area. It has been generally accepted that the Field Secretary is the one best calculated to know the personnel in his district and to express a reliable opinion as to whether there are blind persons capable of, and likely to be interested in, organizing and administering a club. The human element enters into the picture on both sides, for, on the one hand, the Field Secretary may or may not respond to the idea of a club in his district; and, on the other hand, the C.C.B. division personnel may or may not have been accurately informed about leadership potential in the area. These are problems which can be negotiated only by free discussion on both sides, and by a willingness on the part of the C.N.I.B. staff member and the C.C.B. division executive member to sit down together and discuss freely and openly the pros and cons of the question. Wherever such a policy has been followed, the results have been advantageous to all concerned. It has been acknowledged by the C.C.B. that the full cooperation of the C.N.I.B. local staff member is of paramount necessity, if a club of the blind is to be formed and function adequately in his district. When the club is formed, it must then be the responsibility of the C.C.B. division to assist and strengthen that new club so that its executive can learn to administer its own affairs wisely, and in accordance with the best interests of the blind and the seeing public in the community.

PUBLIC RELATIONS. This leads us naturally to the all-important subject of public relations—among C.C.B. clubs, between the C.C.B. and the C.N.I.B., and between the blind and the sighted. The Council has become increasingly aware of the need for closer relations among all these groups, and for this reason our Board of Directors suggested to the C.N.I.B. that a joint public relations committee be formed to study all aspects of this important problem. This committee was set up in June 1956 and has just recently approved a broad over-all policy within which it will operate. Among the questions to be dealt with by this committee will be complaints from the blind or the sighted not otherwise cleared through the regular channels. It should be noted here that, ever since the Council was established, the C.C.B. and the C.N.I.B. have had a working policy for clearing grievances which arise among C.C.B. club members. The public relations committee will handle only complaints of a very general nature which have not previously been resolved. This committee also proposes to consider problems arising from unscrupulous organizations whose activities from time to time create confusion in the minds of blind people and their sighted friends. It is felt that the organization of the blind is in a much better position to educate and influence blind people with respect to unscrupulous or unethical organizations than is the C.N.I.B., which is the service agency and is in many cities a member of community chests or other public fund-raising programs. While it is as yet too soon to assess the results of the new Public Relations Committee's activities, it is felt by both our organizations that it may very well have a far-reaching effect on the progress of work for the blind in Canada.

SPECIAL PROJECTS. Before bringing my remarks to a close, I should like to mention briefly two special projects which will serve to point up the partnership of which I have been speaking. The first deals with the solution of a problem; the second with the establishment of a special fund.

From time to time, there had arisen in one of our divisions isolated complaints about

one of the C.N.I.B. services which was not meeting the needs of the clients as fully as could have been desired. This problem was discussed by the C.C.B. division executive, and it was decided to appoint a committee of three to consult with the Institute. At the executive meeting just mentioned, the matter of a term of reference for this committee was raised, and one of the C.C.B. officers said, in effect: "Call the committee anything you like, but do not call it a grievance or complaint committee." Finally, it was designated "The Committee on Sales Room Service." This decision was made by C.C.B. members, at a closed meeting, where no representative from the agency was present. It was the decision of the blind people themselves that they wished to meet the agency staff members across the conference table with no barrier having been raised by those ugly words, "complaint and grievance." I might add that two meetings followed at which views were exchanged, and where each group tried to see the viewpoint of the other. The final result was a distinct improvement in the specific service, and, although the C.C.B. committee did not accomplish everything which it sought, its members, and the division in general, were satisfied that a sincere effort had been made to correct a situation which, though it may have been apparent for some time, had not been brought to the attention of those best able to deal with it.

The second special project is totally different in character. This one was broached by the C.N.I.B. to the Council, and was wholeheartedly endorsed by clubs all over Canada. As many of you know, there has been a movement on foot in The World Council for the Welfare of the Blind to restore the home of Louis Braille as a memorial and maintain it as a tourist attraction. A suggestion was made that the $1,000.00 required for the restoration of the residence be contributed by Canada, and the Institute proposed to us that our clubs might wish to have a part in this project. A memorandum was despatched to the clubs outlining the proposal, and stating that any funds collected must be on a strictly voluntary basis. The final result was that C.C.B. clubs and individual blind persons contributed $561.00 and the C.N.I.B. contributed the balance from its general funds. I mention this, not to stress the amount raised, but to point out that C.C.B. clubs will respond with enthusiasm to a suggestion which emanates from the agency for the blind.

Blind people are exactly like their sighted brothers and sisters. They do not enjoy being told what they will or will not do, but they are, for the most part, willing and anxious to cooperate if the decision is left in their own hands. It may be that this method does not bring the most rapid results, but often they are more sure and lasting for being delayed.

In conclusion I would leave you with this thought. The Canadian Council of the Blind has adopted as its motto "Faith, Service, Fellowship". This motto, which was chosen primarily for our Council clubs, could very well be accepted as the keynote for our relations with The Canadian National Institute for the Blind. For, if we can have faith in each other, trusting the wisdom and good judgment of each, recognizing the difficulties and problems of each, and working together to solve these difficulties; if we can be of service to each other, always ready to lend to each the helping hand so necessary if we would achieve our goal of complete rehabilitation for Canada's sightless citizens; if we can strengthen and increase the good fellowship which already exists between our two organizations—then will we truly be able to say that the partnership of the blind with the agency for the blind has reached its ultimate fulfillment.

PARTNERSHIP OF THE BLIND WITH THE AGENCY FOR THE BLIND

On Behalf of the Canadian National Institute for the Blind

*Arthur N. Magill, Superintendent, Ontario Division
Canadian National Institute for the Blind, Ontario

It is a particular pleasure for me, as a member of the C.N.I.B., to express the point of view of our organization towards the partnership which exists in Canada between The Canadian Council of the Blind and The Canadian National Institute for the Blind; a partnership based on mutual respect and mutual confidence and which has, since its inception, been eminently successful. This success can be measured in terms of greater understanding of the needs and requirements of blind people by the general public; improved legislation for the blind by the Federal Government; and the constantly improving working relationships with individual blind persons. This partnership lives and grows on the full cooperation and understanding of each other's point of view. Before such an effective relationship could be established, it was essential that organized work for the blind grow to a point where it was providing constructive services to the majority of blind people in our country.

It was in 1906 that Bert Robinson, an outstanding blind person, with some blind colleagues and sighted friends, organized The Canadian Free Library for the Blind. Although the purpose of this library was to make reading material available to the adult blind free of charge, the members of the Library Board regularly found themselves discussing needs and requirements of blind people in addition to reading. It was not however, until 1916, when Colonel Baker and a number of other blinded veterans of the first world wat returned to Canada fresh from training at St. Dunstan's in England, and joined the Library Board, that ways and means were developed to begin the provision of essential services for the adult blind; namely, the creation of a national organization to be called "The Canadian Institute for the Blind," which received its Charter from the Federal Government in March, 1918. The Canadian Free Library for the Blind was then amalgamated with the C.N.I.B. to become its Library and Publishing Department.

The C.N.I.B. was conceived as a private organization with a national scope, which would receive its financial support from the general public with grants from the various levels of government. As financial support grew, the organization developed its basic services and its national aspect by amalgamating with various small organizations already existing in some of the Provinces of Canada. By 1930 the last consolidation was achieved, and the C.N.I.B. was truly the national service orgnization for the blind, active in every part of our country.

As a national register was compiled and blind people began to take advantage of the existing services, more and more demands were made upon the C.N.I.B. to institute new services, as well as expand those already existing. This, of course, required more assistance from the general public. Such necessary support could only be promoted successfully at the local level, and this led to the establishment of our district offices with representatives, or "Field Secretaries," in charge. Over a brief period of ten years, with a growing population and a better understanding of the needs and requirements of blind people by the sighted public, our financial support was increased so that additional vital services could be introduced and maintained. With the opening of our district offices and the extra staff necessary to operate the services at the local level, it was now possible, organizationally and financially, to concentrate on the growth of social and recreational activities.

For a number of years, the C.N.I.B. had developed social clubs as an integral part of

*Visually handicapped.

their rehabilitation program, but it was not until the middle '40's that it was economically possible to encourage the growth of additional groups for social and recreational purposes.

It was during this period that representatives from seven clubs in Ontario and Manitoba joined together in an inter-provincial Council of the Blind, which was expanded the following year, 1944, into The Canadian Council of the Blind. The founders believed, to quote Mrs. Bending, their President, "that by organizing on a nation-wide scale, the efforts of individuals and clubs could be coordinated; a more effective program of social, cultural and recreational rehabilitation could be planned and carried out; and blind people would find, in a council of clubs, the strength that comes through unity and commonness of purpose."

From the very beginning, the C.N.I.B. was interested in the amalgamation of clubs into a coordinating council, as it was felt that it gave individual blind people a voice in their own affairs, strengthened the C.N.I.B.'s approach to the Government in matters of Federal legislation, and would assist in the expansion of our public relations. Our public relations program has always had two major phases, the most important of which was our relationship with the blind who were the recipients of our services and, secondly, our relationship with the public who supplied our funds. It was hoped this new organization would make possible a medium to augment these policies. Naturally, it was necessary to clearly set forth policies, objectives and programs. It was arranged with the President and Board of Directors of both organizations that the activities of the Council and the C.N.I.B. should be set out in order to avoid costly duplication and confusion. By mutual agreement, it was decided that the cost of carrying the program of the Council should be met by the C.N.I.B. on a budget basis. This would avoid the necessity of both organizations requesting financial support from the public.

This was the beginning of a partnership which has developed and strengthened over the past 13 years. It is based on a solid foundation, the desire on the part of both organizations to provide the maximum practical benefits to the blind people of Canada. The roles of both C.C.B. and C.N.I.B. have been clearly defined. The C.C.B. concentrates its efforts on the development of social, cultural and recreational activities at the local club level. The original seven clubs have, with the help and cooperation of the C.N.I.B. staff, grown until there are now 62 member clubs in the Council. These clubs have their origin in the "get together" group meetings which are part of the C.N.I.B. rehabilitation program organized by the local C.N.I.B. representative. When the group has had enough experience to achieve club status it is eligible to become a member of the Council.

The C.N.I.B., on the other hand, is the one national service organization for the blind in Canada. Its organization is geared to the provision of all known rehabilitation services that will be of practical value to blind people, regardless of their age or circumstances or where they live. Its service program is designed to meet the needs of all blind Canadians. It cooperates with and assists the C.C.B., through its technically trained staff, in the organization of their activities. By mutual arrangement the C.N.I.B. carries the cost of the national C.C.B. program by providing an agreed budget. The Provincial or Divisional budgets of the C.C.B. are met by the respective Divisions of the C.N.I.B.; local social and recreational clubs receive their funds from the local Advisory Boards of the C.N.I.B. Mutual agreement has also been worked out with respect to fund-raising activities of the C.C.B. units for agreed special events, so there is complete unnderstanding on the part of both organizations, with the minimum degree of confusion on the part of the general public.

The advantages of this partnership to blind people are evidenced in their increasing activity in every phase of recreation and club programs. The effect of greater participation in social affairs has been invaluable in their rehabilitation. It has provided an opportunity of mixing with others in similar circumstances and has given a feeling of being part of and belonging to an organized group. A strong sense of responsibility has been developed by each member as he realizes that he has an opportunity of contributing to our over-all service program. It has provided occasions for participating actively in affairs which concern them personally. Through the medium

of the clubs and the Council, they are able to join in representations to the Federal Government for improved legislation; to participate in a National White Cane educational program, and to make recommendations to the C.N.I.B. which have often led to improvement of established services and introduction of new programs.

This partnership also aids and supplements the C.N.I.B. by assisting in the rehabilitation of persons who have recently lost their sight; the introduction of these individuals by the C.N.I.B. into an organized group with its many activities helps reestablish confidence and poise, and introduces the rehabilitant into community affairs. Each adult who comes to the group brings with him a varying work and social background. Many of these people have undeveloped potentialities which become evident with experience in group activity, which often leads to the development of administrative and leadership qualities, demonstrating potential employability in general industry, business, or on C.N.I.B. staff.

The organizational pattern of the C.C.B. paralleling, as it does, that of the C.N.I.B., makes for ease of communication between both organizations at National, Provincial, and local levels. This contributes to the solution of situations as they arise, rather than permitting them to become aggravations and problems. As the organized voice of the blind people of Canada, a joint approach to the Federal Government for improved legislation, and to the public for educational purposes, strengthens and makes more effective the efforts of the C.N.I.B. in Canada.

The advantages of this partnership to the public have been substantial. The positive arrangement for the financial support of the C.C.B. program by the C.N.I.B. has eliminated multiplicity of appeals on behalf of blind persons, with its added cost and consequent confusion. The educational campaign carried on annually during White Cane Week by both organizations and the regular agreed publicity carried on independently by the C.C.B. and C.N.I.B. have kept people informed of the needs, requirements, hopes and ambitions, as well as the capabilities, of blind persons. This unified approach has led to a greater understanding on the part of the public, as well as a better appreciation of the problems which surrounded blind people.

Since the inception of this partnership there have been many positive accomplishments. The past years have seen the membership of the C.C.B. grow from 7 to 62 clubs. This means that many more hundreds of blind people are not only participating in their own affairs, but are receiving the many benefits inherent in a greatly increased social and recreational program. The Government of Canada now recognizes the C.C.B. as a responsible organization representing the blind people, and the joint approaches by both C.C.B. and C.N.I.B. in respect to legislation have met with encouraging success in improving the Blind Persons' Allowance.

The public, too, are aware of the unity existing between the service organization for the blind, the C.N.I.B., and the voice of the blind, the C.C.B., and fully appreciate the advantages to them of this close relationship and mutuality of purpose.

This past thirteen years partnership experience has led to a greater understanding of and respect for each other's point of view, and an appreciation of the difficulties each organization faces in accomplishing its objectives. The experience gained has proven to be of material advantage to both organizations as well as becoming a very pleasant working partnership.

C.N.I.B. activities and objectives are being interpreted not only by our own organization to the individual blind person, but also by the C.C.B. Each blind person is now much more aware of the over-all program of the service organization that is designed to help him and, as a result, a closer contact is created and maintained between himself and the C.N.I.B.

This working relationship between the two organizations continues to improve year by year, as we gain experience. The communications between our two organizations have recently been broadened and formalized by the creation of a Joint National Committee composed of the Managing Director and National Officers of the C.N.I.B. and the President and representatives of the Board of Directors of the C.C.B. The terms of reference of this Committee are to consider the following:

(a) Any matters affecting C.N.I.B. public relations with the blind and/or the sighted.
(b) Any matters affecting C.C.B. public relations with the blind and/or the sighted.
(c) Any matters affecting relationships between C.N.I.B. and C.C.B.
(d) Any extensions or proposed changes in the general service program of the C.N.I.B.
(e) Any proposed change in the program of the C.C.B.
(f) Any suggestions or recommendations in respect to desirable changes in provisions for the blind, legislative and otherwise.

The consideration of such topics and the resultant suggestions and constructive criticisms of both organizations will, we feel, lead to an even better relationship and improved services to the blind people of Canada.

These, of course, are not the only benefits. The greater harmony that exists between an organization of the blind and an organization serving the blind, the more united and uniform will be the approach to the general public and the more constructive will be the development of the service program. The past 39 years of C.N.I.B. activity in Canada have demonstrated beyond the question of a doubt that, if the public have confidence in an organization and sufficient knowledge of its program, they will give the support necessary to carry on and develop its work. Evidence of the value of a unified approach to the public, coupled with a well-rounded rehabilitation program, is shown in the unfailing support we have received year after year. This increasing support has kept pace with our expanding service program and has enabled us to introduce and maintain new beneficial services. We sincerely believe that, as long as harmony and unity of purpose exists between both our organizations, we will continue to receive increasing support from our fellow-Canadians. Because we are speaking with one voice, we will also receive greater consideration on the part of our Government for improved legislation, and opportunities for blind people will be increased and will result in a higher standard of living for all.

We feel the success of this partnership is due to the fact that both organizations have a common cause—the total rehabilitation of the blind people of Canada, with the consequent improvement in employment opportunities, higher standard of living and a fuller and happier way of life.

We cannot fail in our objectives because there is full and complete cooperation; not mere tolerance, but an acceptance of and respect for each other's contributions as equal partners.

"SKILCRAFT"

What? Why? Where?

Charles W. Foote, Sales Manager
National Industries for the Blind
New York, New York

I am sure that many of the friends and co-workers assembled here are interested in over-all service programs being done for and with the blind. However, because of the complex and broad field of various services necessary for a complete program, many of us apply our energies in concise, specialized fields of service. Believing that all of you like to be kept informed as to the growth and development of related programs that perhaps could effect or become a part of your own particular interest in the welfare of the blind, I have asked your Program Committee to give me a few minutes to explain briefly a rather important development.

You are all aware that employment training in workshops plays a vital part in the rehabilitation program developed for many visually handicapped persons. This workshop training phase may have varying effects on

individual blind persons. They may be employed temporarily or permanently, full or part-time, but one thing certain and definite in a properly organized Workshop Program: Products will be manufactured; the labor expended in workshops will eventually create an item that someone can use. The next economically sound step would be to sell that item. To satisfy this need many methods and sales plans were developed, some good, some bad.

As many of us know, some of the sales methods used, some of the packaging ideas, some of the printed copy on the articles, is not particularly flattering to the workmanship or ability of the blind worker. The printed information on many packages or labels emphasizes the handicap—"This is a blind-made product—Help the blind help themselves." Many agencies emphasize the emotional appeal by using the picture of the man wearing dark glasses accompanied by his guide dog; and in smaller letters it is pointed out that this is a good quality product and guaranteed to satisfy. This type of sympathy and emotional merchandising has, is, and will continue to be available, and will continue to destroy some of the basic goals set by and for the guidance of dedicated persons working for and with the visually handicapped.

As many workshops developed in "wisdom and stature" and, equally important, "in manufacturing and production know-how," they began to use the techniques developed by industry—production-line manufacturing which has resulted in certain *challenges,* which have been good for our entire field.

Production-line manufacturing has developed uniformity of articles, lower unit costs, and increased production, which has resulted in another challenge; and "thereby hangs my tale." As the workshop production lines turned out more and better products at a reasonable cost, it was necessary for the sales program to keep pace and develop methods adequate to market the increased production.

Personnel in charge of sales development for the various agencies studied sales and advertising methods used by industry and decided that a trademark, or brand name identification, was of extreme importance in increased national and local sales planning.

National Industries for the Blind, cooperating with the various agencies for the blind operating workshops, have developed and registered a trademark SKILCRAFT—A product of blind craftsmen.

Skilcraft

Skilcraft
A PRODUCT OF
BLIND CRAFTSMEN

The growth of Skilcraft has been rather rapid, and Skilcraft products are now being distributed in many ways: 1. Skilcraft products are used in a Government sales program in Army, Navy, Air Force and Marine Commissaries; 2. Regional sales programs operated by non-profit agencies in the various regions are now using Skilcraft Brand merchandise; 3. Individual agencies are using Skilcraft Brand items in their local trade territories; and 4. Skilcraft-labeled merchandise is being sold in chain and supermarket systems.

The purpose of this paper is not to sell you anything. Its only purpose is to explain "Skilcraft," so that you will understand and be familiar with the aims, purposes, philosophies and operational methods of agencies furnishing merchandise under the *Skilcraft* label and registered trademark.

In developing any program it is necessary to set up certain rules, regulations, and philosophies. Skilcraft regulations are simple, concise, direct and clear:

1. Skilcraft label can only be used on merchandise manufactured by non-profit agencies for the blind that maintain workshops conforming to the recognized production regulations, such as the percentage of blind persons in direct labor, maintenance of eye cards, and proper accounting records, etc.

2. Skilcraft-marked merchandise can only be sold through sales programs controlled by non-profit agencies or through direct sales channels such as department stores, chains, etc. (It is of the upmost importance that Skilcraft-marked merchandise be protected from exploitation; therefore, sales direct to consumer profit sales organizations, jobbers, or wholesalers are forbidden.)

3. Skilcraft-marked merchandise must maintain a certain quality standard and, therefore, any article must be submitted to National Industries for the Blind for approval as to quality, price, type of package (including information thereon), and method of distribution.

These are the basic requirements for use of the Skilcraft trademark, and they are contained in a contract agreement form which must be signed between the agency for the blind and National Industries if the trademark is desired. The Skilcraft trademark is available, not only to agencies associated with N.I.B., but also to any agency that can meet and comply with the agreement terms.

Many leaders in our field have taken notice of the fact that the Skilcraft trademark and packaging philosophy is bringing about a most important psychological change in our entire field.

Many of you have dedicated your life to working for and with the blind and have set as a goal the acceptance of blind people on an equal level by and with sighted Society. How frustrating it must be to assist a blind person through the entire rehabilitation process to a point where he believes Society will accept him as an equal and then, for some reason, he is employed either temporarily or permanently in an agency workshop where he soon finds out that in order to sell the fruits of his labor the sales program must also sell his physical handicap. The Skilcraft Program can help correct this weakness in many of our workshop sales programs.

Note—Skilcraft packaging and advertising copy emphasizes Quality, Usefulness, Attractiveness, Price, and incidentally, in small print "A Product of Blind Craftsmen".

Our Goal—The day when we will remove even the small letters in the trademark—"A product of Blind Craftsmen". It will come, and the entire field will benefit.

National Industries for the Blind and the agencies now using the Skilcraft trademark are anticipating that Skilcraft will eventually receive national recognition and acceptance by the general public as a trade name of quality products manufactured in workshops for the blind.

As the Skilcraft name becomes better known, it is increasingly important that the Skilcraft trademark be protected from exploitation and, therefore, we are asking those who are interested in work for the blind to make it their personal responsibility to see that the Skilcraft trademark is not exploited and is used in accordance with the principals outlined above. If there are any questions or suggestions in connection with Skilcraft planning, please call or write National Industries for the Blind, New York City.

COMMITTEE REPORTS PRESENTED AT THURSDAY MORNING BUSINESS SESSION

LEGISLATIVE COMMITTEE REPORT

*Roy Kumpe
Managing Director, Arkansas Enterprises for the Blind
Little Rock, Arkansas

Your Committee has had another very busy year, though not as fruitful as we would like to report.

The first meeting of the Committee was held at the headquarters of the American Foundation, December 13 and 14, 1956. This was a joint seminar on legislation sponsored by this Committee and A.F.B. Representatives of the American Association of Instructors for the Blind and the Blinded Veterans Association were invited to participate in the meeting. The primary purpose of this conference was to review the total picture of legislation affecting the blind, and then to determine which bills should be introduced or new legislation sponsored in the 85th Congress which convened January, 1957. While this was a most important and profitable conference, time and space will not permit a detailed review of it. In behalf of our Committee and Association, may I take this opportunity to express our deep appreciation to Mr. M. Robert Barnett, Executive Director of the Foundation, and his staff, for their hospitality and generosity for acting as host to this conference.

The following are some of the proposed legislation discussed:

(1) A bill to amend the act for the promotion of the education of the blind.
(2) A bill to establish a temporary Presidential Commission for the review, study, and recommendations on all work for the blind, effects of blindness, originally known as the Boggs Bill.
(3) Legislation to provide one-fare concession rates for blind persons on airlines, as they now have on buses and railroads.
(4) Amendment to the Internal Revenue Act to allow an extra exemption for blind dependents.
(5) Amendment to the Social Security Act which would increase the exemption of employed blind persons who were drawing public assistance, and also permit the person covered by Social Security to start drawing benefits when he became disabled by blindness even before he reaches the age of 50.

It was mutually agreed that the A.A.I.B. should take the leadership involving the education of the blind, with the other organizations supporting it. It was also agreed that it might be better strategy for the B.V.A. to assume the leadership for securing the one-fare concession rate on airlines. The Legislative Committee of A.A.W.B. would continue to take the leadership in seeing that the ideas or principles incorporated in the other legislation was reintroduced in the 85th Congress.

The next meeting of the Committee was held May 25, 1957, in the Washington office of A.F.B. The progress of legislation pending

*Visually handicapped.

in Congress affecting the blind was reviewed and discussed. It was at this meeting that it was reported that the Office of Vocational Rehabilitation, with the approval of the Budget Bureau, was sponsoring a bill which would incorporate the same ideas and principles of the Presidential Commission for the study of work for the blind. Mr. Hulen Walker, Legislative Analyst for the A.F.B. and Acting Secretary-General, reported a favorable climate in Congress for the passage of legislation creating the temporary study commission; therefore, it was resolved that membership of the Association would be called upon to contact their Congressmen and urge passage of this legislation.

Your Committee convened at various times during the Chicago Conference to review and study Senate Bill 2411 which was introduced in the Senate June 27, 1957, by John F. Kennedy of Massachusetts. As a result of careful study and consideration, a resolution was prepared by the Committee which was approved by the Convention in business session. (See Report of Resolutions Committee, pages 80-82).

The Chairman of the Committee regrets that he cannot report that all legislation sponsored by the Association has been favorably acted upon by the 85th Congress. Although a lot of work by a lot of fine people has been devoted to legislation, the bills are still pending in committees. While the Committee's primary purpose is a positive one, to sponsor legislation, unfortunately, it also falls to its lot to oppose many bills which are not deemed in the best interest of the blind and work for the blind. So, sometimes the failure of passage of bills is just as important as the passage of others.

The Chairman wishes to express his gratitude to other members of the Committee, as well as other organizations, for their cooporation and support this year. He especially wants to mention Joseph F. Clunk, President of the Association. He has been most interested and diligent in his support of the Legislative Committee. Lastly, but most important, he expresses his appreciation to those members who have written their congressmen in support of legislation; he further hopes that more members will join in the support of your Legislative Committee in carrying out the mandates of this Association for bills now pending in the 85th Congress.

Respectfully submitted,

*Roy Kumpe, Chairman
*George Keane, Vice-Chairman
*M. Robert Barnett
*Francis J. Cummings, Ph.D.
Paul Langan
*Charles M. See
H. A. Wood

REPORT OF ETHICS COMMITTEE

*Francis J. Cummings, Ph.D., Chairman
Executive Secretary, Delaware Commission for the Blind
Wilmington, Delaware

This past year has been a very trying one for your Ethics Committee. Alfred Allen, heart and sinew of the Committee, was taken from us. He it was who did all the preliminary work with applicants, sifting, sorting, counseling, doing a thorough screening job. Accordingly, when the applications and accompanying material required for certification got into the hands of the members of the Committee, our task had been largely done for us. There are those who maintain that no one is indispensible. I do not share that facile bit of optimism. Of course things go

*Visually handicapped.

on, but when certain people, certain influences have been removed, things do not go on as before. So we have done our work, but we have done it without him who was our guide and untiring collaborator.

Your Committee has had three meetings this year, one last fall and two during this present convention. Twenty-eight applications and reapplications have been processed, most of them in our established "round robin" manner, the rest during our meetings here. The breakdown will be found appended to this report.

Only two changes have been introduced into our procedure during this fourth year of our Committee existence. All approvals will henceforth coincide with the calendar year. Approvals of applications and reapplications between now and next January will remain in effect throughout 1958. Reapplications will, accordingly, not have to be made until the fall of 1958.

The second change is in the direction of reducing work for both agencies and Committee. Agencies having received the Seal for three years running need not transmit the usual material for the three following years, merely transmitting annually an affidavit to the effect that no important changes have taken place in the significant areas of operation during the preceding year. Of course, where significant changes have taken place, the usual material must be sent in to the Committee. At the end of the third year of coverage the required material must be forthcoming, whereupon, on approval thereof, another three years of grace will be granted.

From most of the agencies in our field we have received excellent cooperation, and for it we are deeply grateful. Especially do we wish to single out for commendation those agencies who, in order to qualify for the Seal, made painful changes in their fund-raising or administrative practices. On the other side of the medal, however, we must deplore the failure on the part of certain prominent agencies to accommodate themselves to the requirements of the Code. Surely, the Association has the right to expect that an agency, for the good of the field as a whole, would be willing to dispense with a favorite fund-raising gimmick or administrative practice that does not conform to the Code. We must work together to instill confidence in the minds of the public as to the legitimacy of demands made on them in the name of the blind. It should be obvious to all of us that it is no longer a question of whether or not the job we are trying to do will be done. It must be done. Let's do it ourselves, cooperatively, rather than waiting for outsiders to come in and do it for us.

SEALS OF GOOD PRACTICE AWARDS SINCE 1956 CONVENTION

Original Applications:

Youngstown Society for the Blind
Florida Council for the Blind
Hazleton Branch PAB
Lancaster Branch, PAB
Lycoming Branch, PAB

Original Reapplication:

Christian Record Benevolent Association

First Renewals:

Division of Services for the Blind (Vermont)

Second Renewals:

American Foundation for Overseas Blind
The Seeing Eye
John Milton Society
Kansas Division of Services for the Blind
Guide Dogs for the Blind (California)
Iowa Commission for the Blind
Allen County League for the Blind (Indiana)
Minneapolis Society for the Blind

Third Renewals:

American Printing House for the Blind
American Foundation for the Blind
Braille Institute of America
Chicago Lighthouse for the Blind
Kentucky Industries for the Blind
Cincinnati Association for the Blind
Industrial Home for the Blind
Pennsylvania Association for the Blind

Applications Pending
(For minor information, assuring early approval)

First Renewals:

Connecticut State Board of Education of the Blind
Mercer Branch, PAB

Second Renewals:

Canadian National Institute for the Blind

Third Renewals:

Blair-Centre Branch, PAB
Cleveland Society for the Blind

Respectfully submitted,
*Francis J. Cummings, Ph.D., Chairman
Marjorie S. Hooper
*Peter J. Salmon
M. Roberta Townsend
H. A. Wood

(See page 2 for the adoption of this report).

REPORT OF BOARD OF CERTIFICATION OF HOME TEACHERS OF THE BLIND

Paul J. Langan, Secretary
Consultant for the Far East, American Founadtion for Overseas Blind
New York, New York

It is with a great deal of pleasure that we offer for your approval the names of twelve candidates who have successfully completed all the requirements adopted by the Association for those people wishing to be certified by the A.A.W.B. as home teachers. We wish to take this opportunity to congratulate the successful candidates and to express the hope that they will devote themselves faithfully to the service of the blind. We also attach statistics covering certificates granted to date:

CLASS I CERTIFICATES

Miss Nancy L. Barlow, Dunmore, West Virginia
Miss Victoria M. Borrowman, Fort Edward, New York
Miss Josephine Brow, Nova Scotia
Mr. Sebastian Demanop, Wilmington, Delaware
Miss Louise Gillingham, Saco, Maine
Mr. William James, Cass, West Virginia
Mr. Thomas Jannetta, Altoona, Pennsylvania
Miss Joann Olander, Rockford, Illinois
Miss Virginia Philpott, Toronto, Ontario
Miss Dolores Ross, Toronto, Ontario
Miss Eleanor Warkentin, Toronto, Ontario

CLASS II CERTIFICATES

Miss Gretchen Stanberry, California

Since the first award of certificates in 1945 the Board has issued certificates as follows:

Class I	198
Class II	11
Service	52
Total	261

The geographical distribution of certificates at the time they were awarded is as follows:

Alabama	4	
Arkansas	1	
California	1	(1 Class II)
Colorado	1	

*Visually handicapped.

Connecticut	6	
Delaware	1	
District of Columbia	1	(1 Class II)
Florida	3	(1 Class II)
Hawaii	1	
Illinois	7	(1 Class II)
Iowa	1	
Kansas	1	
Kentucky	1	
Louisiana	3	
Maine	2	(1 Class II)
Massachusetts	2	
Michigan	9	(1 Class II)
Minnesota	5	
Missouri	11	
Nebraska	1	
New Jersey	4	(1 Class II)
New York	18	
Ohio	11	
Oklahoma	1	
Oregon	3	
Pennsylvania	40	
Rhode Island	2	
Tennessee	4	
Texas	4	
Utah	6	
Virginia	2	
Washington	7	
West Virginia	3	
Wyoming	2	(1 Class II)
CANADA		
Alberta	1	
Manitoba	5	
New Brunswick	1	
Newfoundland	1	
Nova Scotia	2	
Ontario	23	(3 Class II)
Prince Edward Island	1	
Quebec	4	
Saskatchewan	1	
BRITISH WEST INDIES	1	
Total	209	(11 Class II)

Respectfully submitted,

Berthold Lowenfeld, Ph.D., Chairman
Paul J. Langan, Secretary
M. Roberta Townsend

(See page 2 for the adoption of this report).

REPORT OF BOARD OF DIRECTORS

***Hulen C. Walker, Acting Secretary-General**

Your Board of Directors has worked diligently to carry on the affairs of the Association for the past year under extremely difficult circumstances. Your Secretary-General became seriously ill shortly after the last convention and with the hope that he would recover sufficiently to attend our Board meeting, the usual October Board meeting was delayed from month to month until March 6, 1957.

During the period from July, 1956, to March, 1957, your Secretary-General, with the help of his secretary and others, did get the Proceedings printed and into the mail on time and closed the calendar year of 1956 with an enrolled membership of 1,549. This was an increase over the previous year. Our Life Memberships totaled 17 at the end of 1956.

On March 6, 1957, your Board of Directors met in New York City. Shortly after convening, a message was received that the Secretary-General had passed away while preparing to attend the Board Meeting. As your Board members had traveled many miles to conduct your business, it was decided that certain business should be completed even though the occasion had been saddened.

It was noted also that just prior to the meeting, Mr. Howard Patrem, the Group E representative on the Board, had also passed away. Your Board, under the Constitution, elected Mr. George Emanuele to fill out the unexpired term of Mr. Patrem.

Since your First Vice-President had been so closely associated with the Secretary-General, it was unanimously requested by the Board

*Visually handicapped.

that your First Vice-President assume the responsibilities of carrying the Association through the 1957 convention, as Acting Secretary-General.

The Board of Directors completed the necessary business, appointed certain committees to function between March 6 and the next scheduled Board meeting, which was held May 26-27 in Washington, D. C., and adjourned after expressing their heartfelt sympathy to the family of Mr. Allen.

In the interim between March 6 and May 27, a Sub-Committee of the Board met and worked out certain Constitutional amendments which your Board believes to be necessary in order for your Association to grow properly and serve the needs of its members in the future.

On May 26, your Board reconvened in Washington, and heard reports from the chairmen of the standing committees as to their activities during the year, and considered other matters, one of these matters being the constitutional amendments worked out by the Sub-Committee of the Board in the interim between our March and May meetings. These amendments have been printed and circulated to the members of the Association, as required by the Constitution, and are today being presented to this body for consideration. Your Board studied these proposals at length, item by item, and strongly recommend them to you as necessary changes in the Constitution. We sincerely hope that you will accept the recommendations of your Board and vote to make these changes in your Constitution.

Your Legislative Committee requested assistance from the membership in promoting legislation which has been approved by this Association by resolution and in legislative committee reports. Your President, with the approval of the Board, directed that all members be contacted by a memorandum requesting their assistance in securing hearings on certain legislation pending in Congress. Your Board urges you, as members, to cooperate with your Legislative Committee and express your opinions, along with many others, in this matter.

Your President, during the year, has given much of his time to A.A.W.B. business—much more than is ordinarily required of a President. The Board wishes to take this opportunity to thank the President and all members who have so willingly cooperated in carrying on the business of the Association. We wish also to thank the American Foundation for the Blind for making available the services of members of its staff in keeping the affairs of the Association up to date.

We now take pleasure in presenting to you the several amendments which, in our opinion, are necessary to enable the Association to be of the greatest service to the members and to work for the blind in general.

Respectfully submitted,

*Hulen C. Walker, Acting
Secretary-General

(See page 2 for the adoption of this report).

*Visually handicapped.

PAPERS AND COMMITTEE REPORTS PRESENTED AT FRIDAY MORNING GENERAL SESSION

REPORT OF THE AMERICAN FOUNDATION FOR THE BLIND, INC.

*M. Robert Barnett, Executive Director
New York, New York

The Annual Report of A.F.B. as presented by the Executive Director, Mr. M. Robert Barnett, was summarized by him extemporaneously. It was indicated that the full report of Foundation activities is made available to members of the A.A.W.B. each year through other mail channels, and that the duplication of content in the PROCEEDINGS would be a needless expenditure of printing costs.

Essentially, Mr. Barnett reviewed the financial status of the Foundation, generally showing a continued trend of growth. He also reported on decisions recently reached, as a result of studies of the Foundation's service program, which, he said, have been made in an effort to make the Foundation's services to the field more meaningful and effective, especially in the areas of research and consultation. He reported plans for expansion of staff in both areas. He repeated his request for suggestions and criticisms from all members of the Association to assist the Board of Trustees and staff of the Foundation to direct the agency's activities along lines most helpful to all agencies, schools and blind individuals.

REPORT OF THE AMERICAN ASSOCIATION OF INSTRUCTRS OF THE BLIND

Robert H. Thompson, Pd.D., President
Superintendent, Michigan School for the Blind
Lansing, Michigan

Mr. President, Distinguished Guests, and Colleagues of the American Association of Workers for the Blind:

It is a genuine pleasure for me to be here, not only as a dues-paying member of the A.A.W.B., but also your invited guest, *expenses paid,* as President of a sister organization, to bring a report from the American Association of Instructors of the Blind. My service recently as chairman of a committee, which prepared over a period of time a somewhat lengthy report, has indicated to me that, if one wishes a report to be read and carefully studied by noteworthy people, he must include some alleged inconsistencies, unbalanced thinking, or generalizations unsupported by scien-

*Visually handicapped.

tific research. Hopefully, I am attempting to create interest in this report by including at the beginning an unsupported generalization about *expenses paid.* On with the report.

A.A.I.B. officers and members have almost completed our incorporation under the laws of Kentucky. The Board of Directors has approved the appointment of a small committee within the Board, composed of line officers and the Secretary, to project plans beyond the traditional two-year period. This small committee has been authorized to act in the name of the Board within prescribed areas to help realize approved objectives. The need for more frequent counsel by the President, at a cost considerably below that required by full Board meetings, has prompted this move.

This Inner Board Committee has met in New York with representatives of the A.F.B. and drawn up a proposed working agreement, covering areas of mutual interest, and charting the direction which might be taken where cooperative planning and financing seem desirable. Another meeting with A.F.B. is planned for early winter. The tentative working agreement was reported simultaneously in *The International Journal for the Education of the Blind* and *The New Outlook for the Blind.* Progress was made on activating research problems pin-pointed by A.A.I.B. workshop groups. Forty-five houseparents from 20 states are currently attending a House Parent Institute at Washington University, St. Louis, cooperatively sponsored by the A.A.I.B. and the A.F.B. Two other such house parent institutes are being similarly projected for other areas of the United States.

The A.A.I.B. has been represented twice in Washington, D. C., this year by invitation of the Department of Health, Education, and Welfare, to participate in a study of the effectiveness of the manufacture and distribution of educational aids under the quota system to children who are blind.

A handbook produced by the Sight-Saving Workshop of the A.A.I.B., and designed to be of assistance to the isolated public school teacher who has a sight-saving pupil in her class, has been printed and is ready for distribution.

A joint committee between the A.A.I.B. and the A.A.I.D. has been at work developing standards for the training and certification of teachers of the blind-deaf.

The A.A.I.B. has a committee studying the standards of education currently prevalent in the education of blind youth, with a view to setting goals which seem desirable and attainable in improving present standards.

During the past six years the number of workshops within the A.A.I.B. has grown from 15 to 30, with a combined membership of over 1100. Their phenomenal vigor in bringing our educational problems into focus indicates the stepped-up capacity required for prompt and proper servicing their needs for association help.

A proper obligation to attend and lend our support to movements such as the International Conference on the Education of Blind Youth is quite expensive to the A.A.I.B., but we are undertaking it.

Modern and adequate communication methods keeping our membership informed of new activity and progress in the education of the blind is an added, but expensive and time-consuming, specialty.

We want very much to see an increased number of teachers of pupils in day school classes help us make our Association more serviceable to them. There is much to be gained by a better working relationship, understanding, and knowledge of each other's work. The Program Committee for the 1958 Convention in Vancouver, Washington, is making a special effort to set up a section of our workshops to be of special service and interest to all teachers of day school classes.

A written Policy Report remains to be professionally edited, printed, bound and distributed. This Report has merited the healthy, critical, and friendly scrutiny of experts. They have described it as being both defensive and offensive. As a result, we know what we knew, and we know what we don't know. That all seems to point up a well-rounded effort. For better or for worse, we have made a beginning on policy statement, and it is open to change as the membership of the Association may dictate.

While A.A.I.B. budget income has only tripled, the increase in extent and cost of services we now need to render has increased eight to ten times in budget requirements. Some drastic and quick solution is necessary

if our Association is going to sustain this new dynamics among our members. This is good, because it means progress.

It appears that almost simultaneously the A.A.I.B. and the A.A.W.B. are at crossroads in our histories. The services expected of each have fairly outgrown the capacities of volunteers to render, if our purposes are to be fully realized. We are both somewhat uncertain about the availability of income sufficient to pay office and permanent staffs. If we were practical business organizations, rather than professional associations, we would probably give careful consideration to pooling our problems, merging our resources, and would come out with a new model.

We are proud of the quality of our Board and membership, and look forward to evolving solutions to these problems standing between us and the fullest immediate realization of our purposes.

It is nice to have been here, and we hope to see a great many of you at our A.A.I.B. convention in Vancouver, Washington, June 22-26, 1958. Thanks!

REPORT OF THE WORLD COUNCIL FOR THE WELFARE OF THE BLIND

***Colonel E. A. Baker, M.C., O.B.E.; President**
Managing Director, The Canadian National Institute for the Blind
Toronto, Ontario

At the Convention of this Association held in Los Angeles in 1956, I reported on World Council activities. My report appears on page 209 of those printed proceedings. At this time, for the sake of brevity, I will confine my references to developments and activities since that time.

As the Council's Executive Committee now meets biannually, no meeting has been planned for 1957. The next session of the Committee will be held in Colombo, Ceylon, commencing August 16, 1958, at which time plans will be completed for the World Assembly to be held in Rome in 1959.

STANDING COMMITTEES

Committee on Technical Appliances: Chairman, J. C. Colligan, United Kingdom

This Committee has been active, particularly in the compilation of detailed information with respect to research projects under way in several countries towards the development of "Reading Machines" which would convert ink-print material into Braille or sound form. It has also continued to study various problems inherent in the operation of Talking Book programs. In this program, the American Foundation for Overseas Blind has very generously introduced a program to duplicate master tapes at their Europe-Middle East headquarters. Improved types of equipment for the blind and the deaf-blind have been under consideration. The next meeting of this Committee will be held in Oslo during the first week of August.

Committee on Professional and Urban Employment: Chairman, Joseph Clunk, United States

Despite the circulation of a questionnaire early in 1956, this Committee has experienced difficulties in securing reports from most member countries on professional and urban employment. It now seems fairly obvious that any general questionnaire must be designed to

***Visually handicapped.**

secure strictly limited information, while more detailed questionnaires may be utilized with success only in those countries where programs are more advanced and records more complete and available.

Committee on Rural Activities: Chairman, Dr. Louis van Schalkijk, Union of South Africa

This Committee has made substantial progress in securing information on rural activities through the World Council member countries. Interest has centered on the international demonstration project for rural resettlement of the blind being developed in Uganda. The Technical Assistance Administration of the United Nations has substantially assisted the Uganda Government and Uganda Foundation for the Blind develop this scheme which Sir Clutha Mackenzie, a widely experienced and well-known consultant, is directing. Other organizations cooperating in the project include the Commonwealth Society for the Blind, the World Veterans Federation and the American Foundation for Overseas Blind. A number of member countries have services specially designed for the rural blind. All countries could benefit greatly from the development and/or extension of service in this field. It is the objective of the Council's Standing Committee to obtain, consolidate and disseminate to all concerned, reliable information and directives based upon current experience in a number of countries which will assist in the creation and rapid expansion of similar service elsewhere, particularly in underdeveloped areas where the problem is most acute.

Committee on Prevention of Blindness: Chairman, Mitac Enc, Turkey

This Committee has experienced unfortunate difficulties. Mr. Enc found it necessary to resign from the chairmanship because of pressure of work in his home country, Turkey, and later, because of a special course of training under Ford Foundation auspices, which he is taking in the United States. Col. Sir. Jamshedji N. Duggan, a member of the delegation from India, was appointed to the chairmanship but his untimely death earlier this year leaves a vacancy which we are endeavoring to fill. Negotiations are under way to secure a person to direct the activities of this Committee. Since this field of activity is most important, every effort is being made to develop an effective program.

Committee on Services for the Deaf-Blind: Chairman, Peter J. Salmon, United States

This Committee has been very active. Following extensive negotiations, a meeting of deaf-blind representatives from United Kingdom, the Netherlands and the United States was held in New York on the eve of this Convention, and a substantial delegation consisting of the above-mentioned representatives, together with a representative from Canada, has been in attendance at this Convention where some special meetings have been held. All agencies operating services for the blind appreciate the problems of the deaf-blind and will undoubtedly gain much information of value from the discussions and conclusions of this Committee. A report of its findings to date is being prepared for submission to the Council's Executive Committee, who will take all necessary action to disseminate the useful information as widely as possible.

CONSULTATIVE COMMITTEES

Consultative Committee on Education: Chairman, E. H. Getliff, United Kingdom

Since our last Convention, plans have been perfected for an international Conference of Educators of Blind Youth in Oslo, Norway, August 2-10, 1957, and delegates are already on their way or will be leaving shortly to attend. There is every indication of an excellent attendance and of keen interest in the second five-year Conference of this body. Our World Council will look forward with keen anticipation to reports and conclusions available from this Conference.

Consultative Committee on Braille: Chairman, Sir Clutha Mackenzie, New Zealand

The work of the World Council for the publication of a revised international manual of Braille Music Notation has been completed in so far as Western music is concerned. The English Braille edition is now available and can be purchased at a cost of $2.50 each. Those wishing to procure copies should ad-

dress their checks to World Council for the Welfare of the Blind, 22 West 17th Street, New York 11, New York. The English ink-print edition is now in the printer's hands and should be available by the end of this year.

We hope this manual will be found even more effective than its predecessor, and feel that many of the existing problems have been reasonably solved. Certainly, a great deal of effort has gone into its preparation. Work is now being completed on the preparation of a guide for transcribers, and the publication at a later date of additional sections to the manual for Gregorian Chant, Byzantine Music and Oriental music. Simultaneously the American Foundation for Overseas Blind has been preparing an international catalogue of Braille music, having already published the first two volumes of the catalogue on piano music printed and circulated in countries all over the world.

REGIONAL COMMITTEES

Committee on Far East, South and Southeast Asia Affairs: Chairman, Mr. Kingsley Dassanaike, Ceylon

This Committee, which has come into existance during the last year, has commenced to function satisfactorily and to lay concrete plans for its future work. The Committee is composed of one representative from each country and territory within its geographical region, and will concentrate on the consideration of problems which are of greatest concern to those working with the blind in that geographic area. A full meeting of the Committee is to be held August 4th in Oslo, during the course of the ICEBY Conference. Its agenda will include plans for the exchange of scholarships for professional workers between the countries of Asia, the proposed creation of one or more Asian plants for manufacturing Braille and other appliances (with the assistance of UN and AFOB), and the proposed publication of a semi-annual magazine tentatively name the "Asian Blind" reporting all developments in countries of the region.

Committee on Pan-American Affairs

During the late days of October and early in November, 1956, the Secretary-General and I met with representatives of Latin-American countries in Mexico City. The discussions revolved around an application for recognition of a Pan-American Council or Foundation for the Blind. Following considerable discussion, agreement was reached on the establishment of a Regional Committee on Inter-American Affairs within the frame-work of WCWB. Member nations in the area are being consulted concerning the nomination of a representative from each country. When all such nominations have been made, a committee chairman will be elected. Subsequently non-member countries of the region will be invited to name a representative. The committee will then be able to proceed to give consideration to the special problems that confront the blind in the Latin-American countries and work out a plan for greater coordination and cooperation throughout the region.

The Middle East

The World Council has followed with interest the development of the demonstration project in Cairo, Egypt, originally assisted by the Technical Assistance Administration of the United Nations and ILO, and now maintained by the Government of Egypt, where educators of the blind and workers for the blind are being trained. Mr. A. N. Magill, a senior staff member of our Canadian National Institute for the Blind, served under the United Nations auspices as Director in 1953 and returned for the year 1955 as a consultant in this project. In May of this year he was requested by the United Nations to spend a period of one month in Lebanon to assist in the development of their service program in their new centre. Also, on request, he visited briefly Syria and Egypt. He found much activity and encouraging progress in both countries. This general growth of interest and action in the Middle East area has led to the initiation of discussion among some of the region's workers for the blind with respect to the possible creation of a regional council or committee. World Council for the Welfare of

the Blind is taking up the matter with those concerned in an effort to assist in the adoption of procedures which are likely to be most practicable for their purpose. Our aim would be to enable workers for the blind in the Middle East to have an effective voice in international activities concerning the blind.

OTHER ACTIVITIES

Blindness among Leprosy Patients

In compliance with a decision of the World Assembly, the Council has been compiling information on the incidence of blindness among persons suffering from leprosy and any action being taken towards the rehabilitation and resettlement of blind persons cured of the major disease. A full report on the subject will shortly be issued from our Paris office.

Status of the Female Blind

Information on the educational, social and vocational status of blind girls and women, in all parts of the world, is being compiled as the result of a survey conducted by the WCWB. A monograph on this subject is in course of preparation for wide-spread distribution.

Membership

Since April, 1956, the following countries have accepted membership in the Council: Bolivia, Ecuador, Ethiopia, Iran, Poland, Portugal and Venezuela. This brings the membership to a total of 41 countries.

In general, our World Council is involved in a variety of investigations, consultations and collection of information which may be helpful in developing a better understanding of the possibilities in the fields of services for the blind and prevention of blindness. Our objective is to raise the standards of services where they are low, to encourage the inauguration of services where they do not exist, and altogether to make the knowledge of successful tecnhiques in serving the blind available to all countries, in order to facilitate their activities.

REPORT OF NECROLOGY COMMITTEE

***Ethel Heeren, Chairman**
Director of Professional Services
The Chicago Lighthouse for the Blind
Chicago, Illinois

A full record of the achievements of many in work for blind people over the past years is yet to be written. The inner struggles and strivings to accomplish ideals that have meant much to all of us and the work that is still unfinished would be beyond my poor ability to describe in this report. Suffice it to say that the task of meeting the challenge and continuing what they have started is our responsibility, and the goals to be met without limit. If we can constantly keep in mind the thought, "What is good for blind people is also good for Society" and dedicate ourselves to the task of bringing this about, we can continue to build on the foundations they have laid for us. The words of William DeWitt Hyde in the following hymn, I think, express the feelings of all of us at this time:

Creation's Lord, we give Thee thanks
That this Thy world is incomplete;
That battle calls our marshalled ranks,
That work awaits our hands and feet.

That Thou has not yet finished man,
That we are in the making still,
As friends who share the Maker's plan,
As sons who know the Father's will.

Beyond the present sin and shame,
Wrong's bitter, cruel, scorching blight,
We see the beckoning vision flame,
The blessed kingdom of the right.

*Visually handicapped.

Since what we choose is what we are,
And what we love we yet shall be,
The goal may ever shine afar;
The will to win it makes us free.

MR. ALFRED ALLEN died March 6, 1957. Much has already been written and said about Mr. Allen, so anything in this report would merely be repetition of what is already known.

MRS. MURRAY B. ALLEN died this year after an extended illness. She was not a paid worker but spent much of her time and energy in working for blind people.

MR. DONALD M. BLUNDON, representative of Leader Dog, died May 15, 1957. Mr. Blundon leaves a host of friends who have admired his courage in the face of adversity.

MR. EDWARD H. BRAYER died April 9, 1957. He was born in Rochester, New York on January 10, 1909. He became principal of the New York State School for the Blind in 1930 and held this position until his death. During World War II he served two and one-half years in the army, and brought his experience and training in work for blind people to the rehabilitation center at Avon, Connecticut.

MRS. DORA CANNON died May 19, 1957. She was Executive Director of the Vermont Association for the Blind from 1947 to 1956, and was one of its original incorporators.

MR. EDWARD L. DAVIS of Rockville, Maryland, was for several years a member of the Board of Directors of the Washington Society for the Blind in the District of Columbia. He died in November, 1956.

MR. WALLACE J. FINCH, Superintendent of the Michigan State School for the Blind, died on September 19, 1956. Mr. Finch took a prominent part in the recent development of the program of the education of deaf-blind children. He was a past-president of the National Council for Exceptional Children and an instructor at the University of Michigan in courses for the preparation of teachers in work for blind people.

MRS. ALICE MATHIS GEISLER, Illinois Braille and Sight-Saving School, died March 19, 1957.

MR. CARL GLICKSON, Director of the Pittsburgh Branch of the Pennsylvania Association for the Blind, died July 23, 1956.

MISS LUCY GOLDWAITE, librarian, Editor of the *Outlook* and the *Braille Book Review,* died January 20, 1957, in St. Augustine, Florida. Blind people and their friends throughout the country will remember Miss Goldthwaite's devotion of a long and fruitful life to their welfare. Time does not permit a full report of her many activities and interests in behalf of blind people.

MISS ENID GRIFFIS, one-time Associate Editor of the *Outlook,* died on December 13, 1956, at the age of 62. She was a reporter and journalist for many newspapers and magazines. Her interest in blind people led her to join the staff of the American Foundation for the Blind in 1937 as Assistant Director of Publicity.

MR. KENNETH E. HERBERT, Phoenix, Arizona Center for the Blind, died on November 21, 1956.

REVEREND HAROLD MARTIN, Director of the Catholic Guild for the Blind, Diocese of Brooklyn, since its inception in 1946, died in August, 1956, at the age of 50. Father Martin was appointed by Bishop Malloy to organize the Guild. He gave of himself without reservation to the services of blind people throughout his ten years as Director, and was greatly loved by his associates and those he served.

MR. W. HOWARD PATREM, Director, Board of Industrial Aid and Vocational Division of Rehabilitation in Indiana, died February 5, 1957 at the age of 44. Mr. Patrem had been Director of the Indiana agency since May, 1950.

MISS LOTTA S. RAND was one of the first persons trained in social work who devoted her talents to work with blind people. She was Superintendent of Training for Blind Women at the Massachusetts Commission for the Blind in 1908, loaned to the Red Cross to study the needs of newly blinded people in 1917, later appointed Executive Secretary to a temporary committee to study conditions relating to blind persons in Pennsylvania, and served fourteen years with the American Foundation for the Blind. She died December 3, 1956.

MISS LILLIAN M. RUSSELL, a well-known leader in work for blind people in Connecticut, died on January 22, 1957. She helped found the Connecticut Institute for the Blind and for many years conducted the nursery and home for young blind children in Farmington.

MR. STETSON K. RYAN died September 17, 1956. He served as Executive Secretary for the Connecticut State Board of Education for the Blind for thirty-six years from 1918 to 1954. Mr. Ryan was not only recognized for his dedicated work in Connecticut but also for his larger service in national professional circles. He served as Secretary-General of the A.A.W.B. for ten years and as Secretary for the Eastern Conference of Home Teachers for twelve years. He was Vice-President of the American Foundation for the Blind. In 1949 he received the Migel Medal and at his retirement received the Shotwell Award.

MRS. MAX STERN died May 20, 1957. She was well-known for her interest in recreational opportunities for blind people. In 1949 she presented to the Cincinnati Association for the Blind a vacation home and farm school as a memorial to her husband and son, Max and Alfred Stern. This institution continues to serve as a training center for blind people of any state, and has a recreation center for the blind people of the Cincinnati Association.

DR. CLIFFORD MARTIN WITCHER died October 6, 1956. Dr. Witcher was a physicist and one of the trail blazers for blind people in this field. His contribution will be remembered largely because of his interest in research in aids and devices that are helpful to blind people.

*Ethel Heeren, Chairman
*J. Milton Johnson
Edward J. Waterhouse, Litt.D.

REPORT OF AUDITING COMMITTEE

Arthur V. Weir, Chairman
General Manager, The Canadian National Institute for the Blind
Toronto, Ontario

Your President appointed Charles W. Foote, Allan W. Sherman, and Arthur V. Weir as the Auditing Committee.

Members of the Committee examined the books, records, and bank certificates as submitted by the Treasurer, Mr. Philip N. Harrison, and wish to express appreciation for the excellent manner in which these were presented and for the cooperation received.

A certificate signed by Mr. Ernest Keys, Vice President and Secretary, Capitol Bank and Trust Company, Harrisburg, Pennsylvania, indicates that securities held in the safe deposit box consist of United States Bonds in the amount of $7,700.00.

Statement of Income and Expenditures based on records of the Treasurer and report of resources follow:

*Visually handicapped.

THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND, INC.

STATEMENT OF INCOME AND EXPENSES

July 1, 1956 — June 30, 1957

Cash on hand July 1, 1956			$ 6,342.00
INCOME			
1956 Convention Registrations		$ 207.00	
Received from Banquet and Sale of Tickets		1,733.00	
Interest on Bonds (Shotwell—$100.00) (General— 96.55)		196.55	
Listings in 1956 Proceedings		265.00	
Proceeds (donation) Dr. Lowenfeld's book		5.50	
Memberships			
Life	$ 575.00		
Partial payment on Life Memberships	200.00		
1956	535.00		
1957	5,625.00		
1958	40.00		
1959	5.00		
1960	5.00	6,985.00	
Sale of 1956 Proceedings		128.00	
Alfred Allen Special Fund		65.00	9,585.05
			$15,927.05
EXPENDITURES			
Convention Expense	$ 118.60		
Banquet	1,723.99	$1,842.59	
Purchase of U. S. Treasury Bonds		275.76	
Subscription to New Outlook		2,046.00	
Printing and Stationery		149.27	
Cost of 1956 Proceedings		3,376.31	
Honorariums		700.00	
Membership Committee Expense		27.00	
Board Meeting Expense		228.65	
Shotwell Scroll (1957)		77.95	
Miscellaneous (fruit and flowers)		52.80	
Fee for safety deposit box		2.20	
			$ 8,778.53
Cash on hand June 30, 1957			$ 7,148.52

SUMMARY OF RESOURCES

Resources as at June 30, 1956

Cash	$ 6,342.00
Securities—U. S. Series K Bonds—General Fund	3,000.00
U. S. Treasury 2½% Coupon Bonds—General Fund	400.00
Shotwell Memorial Fund	4,000.00
U. S. Treasury 2½% Coupon Bonds—General Fund	300.00
Income in excess of Expenditures Year ended June 30, 1957	806.52
	$14,848.52
Cash	$ 7,148.52
Bonds	7,700.00
	$14,848.52

(Plus one Shotwell gold medal valued at $75.00)

(See page 4 for the adoption of this report).

REPORT OF THE JOINT UNIFORM BRAILLE COMMITTEE

Paul J. Langan, Chairman
Consultant on the Far East, American Foundation for Overseas Blind
New York, New York

Like the A.A.W.B., the American Foundation for the Blind, and hundreds of blind people throughout the world, your Committee suffered a great loss in the death of Alfred Allen. As an original appointee of the A.A.W.B. to the Committee, Mr. Allen attended all of our meetings during the past seven years until his illness occured enroute to the London Conference last summer. Alfred was always a stablizing influence in our discussions and was ever mindful of the best interests of the Braille reader in all of our deliberations. Because of his deep interest and devotion to the work of the Committee—a work which was very close to him because it so directly affected the lives of the blind—a resolution was passed at our last meeting in March, 1957, for the establishment of the Alfred Allen Fund by contributions from the members of the Committee. The Committee felt that many others in the field would like to participate in this project and it has, therefore, been turned over to the officials of the A.A.W.B. ,

In the presentation of this report I beg for your indulgence and understanding. During the past, it has only been possible to give you a general progress review of the work done by the Committee as our deliberations and surveys developed in the past seven years. Most of the proposals considered during this period were entirely the result of the pulse feeling we were able to do throughout the field in trying to determine the likes and dislikes of the readers. As a result of our meeting with the British National Uniform Type Committee last summer we can now offer some definite deletions, additions, alterations and changes in the basic rules of Braille for your consideration. May I remind you that none of these has been officially adopted and will not be until they have been examined thoroughly both here and in England.

I think you will perhaps be interested in the so-called ground rules we set up for our dicsussions with the British Committee. It was important that a prior understanding on certain points be determined to avoid the loss of time and prevent constant stalemates in our work. Three major points of difference were recognized, therefore, from the outset and were eliminated from further consideration, i.e.,

1. As a result of our sampling tests in the pages of *The Reader's Digest* in the fall of 1955, we were able to determine definitely that it was the consensus of our readers that no change was desired or would be acceptable in our present method of capitalization. It was fortunate that we prefaced our discussions with this recommendation, for the British were prepared to propose the substitution of the italics sign (dots 4-6) for our capital sign (dot 6). You can imagine what a storm of protest this would have brought about, knowing the present attitude toward the italics sign and its overuse. Instead, you will be pleased to know that definite limitations have been placed on the use of the italics which will remedy the present practice of using this sign to merely indicate a change or style of ink-print type.

2. It was also agreed that we would have to recognize the British practice of using the abbreviation point in certain cases where we here in America now commonly use the period in cases of termination, stoppage and abbreviation. However, the British feel their readers are confused when encountering a period in the middle of a sentence following an abbreviation, and misread it for a full stop.

3. Though the first two assumptions were somewhat in compromise—we agreed to accept their viewpoint on the abbreviation point if they recognized our attitude towards the capital dot—the third ground rule was a definite

demand from our group. This was our suggestion that no substitution would be accepted for any of the 1932 contractions which would in any way change the present meaning of a contraction. With the hundreds of thousands of volumes of Braille in our libraries today, we felt it would be unwise to entertain any proposals which would make this material unreadable. Our Committee was firm and unanimous in their thinking on this matter and feel confident we acted in your best interests in setting forth this fundamental principle.

I would also remind you that your Committee has not been deliberately withholding information from you on the progress of this project, but rather we felt it unwise to publish prematurely any specific details which might be misinterpreted as final or authoritative changes in the code. Actually, the Committee has made every effort possible to reach all groups interested in the basic structure of Braille who could make significant and constructive contributions to our thinking on the revision. Though to date we have not had the benefit of a home teacher as a working member of our Committee, we have felt that one of our members has always given this most important group primary consideration in all of our discussions. He is well able to do this, too, for his wide experience includes the publication of several manuals and magazines for home teachers. In addition, the Committee has in its membership representatives of the school field, the transcribers, the publishers, and the librarians, and I assure you, from having chaired these meetings since 1950, that no proposal has ever reached our agenda which would be to the detriment of the readers or the children in school, or which would make for confusion or ambiguity for the home teacher in first presenting Braille to an adult learner. This, I hope you will realize, has not been an easy approach to the problems involved. However, it has been the aim of the Committee to give full recognition to the impact of any change in the present code on all of these groups, and you will find that we have made little compromise with this premise. If any proposal did not meet our formula for clarification, simplification and easy readability, it was included only with reservations, awaiting further reader reaction by sampling.

With the foregoing as an introduction, I shall now proceed to give you a listing of the proposed changes and a brief justification for their recommendation. It should be pointed out that none of these will so radically alter Braille as to make our present material unreadable.

Deletions

bb; cc; dd; ff; gg; althogether; conceived; conceiving; deceive; deceiving; declare; declaring; perceive; perceiving; rejoice; rejoicing.

Alterations

Dots 4-5-6, *ch* for characters; dots 4-5, *s* for less; *cn* for cannot; *im* for immediate; *td* for today; *tm* for tomorrow; *tn* for tonight.

Additions

afn for afternoon; *blg* for blinding; *brlg* for brailling; *dlt* for difficult; *dn't* for don't; *er* for only; dots 4-5-6, *f* for follow; *fr* for friend; *fst* for first; *gh* for he; *hn't* for haven't; *ing* for is; *ingn't* for isn't; *ow* for she; dot 5, *q* for question; dot 6, *s* for ities; *yd* for yesterday; *ble* for on.

Before leaving this section of the report I should like to remind you again that these are merely proposals and are in no sense definite or final adoptions, and are still being given further consideration by both Committees.

It will also be appropriate here to bring to your attention a brief summary of the basic changes in the fundamental rules of Braille which may serve to clarify for the reader some of the new practices recommended.

1. The use of the *ar* sign shall always be given preference over the use of the *ea* sign for the preservation of word uniformity and to avoid confusion and misinterpretation of such words as *fear* for *fright* and *bear* for *bright.*

2. Any number of lower signs may now follow one another without intervening spaces provided the sequence is in contact with a higher sign, or dots *1* or *4*. In actual usage readers have no trouble with these combinations our surveys have revealed.

3. *Be, con,* and *dis* may now be used medially in a word, since the double letter signs have been dropped.

4. *Com* may now be used at the beginning of a sentence when preceded by a capital. This has long been a desired change by readers, to maintain word uniformity.

5. The simple dot *4* preceding the letter is to be used for foreign accents in all general literature other than texts or books in foreign languages, thus eliminating the necessity for the average reader to remember all of the foreign accented letter signs which occur only occasionally in English today.

6. The one-cell whole-word contractions may not be used as proper names, such as the *W* for Will, thus eliminating confusion for the reader by avoiding misreading these as words.

7. Since the contraction for *less* has been changed it may be used either as a word or part word.

These, then, are in brief the major points which will be of concern and interest to readers, without going into the voluminous detail of the many pages of clarification contained in the revision.

And now, where do we go from here? As mentioned above, several of these proposals are still under examination by both committees and we are not entirely satisfied with anything which might be construed here as a final code revision. To help us in our thinking on these points in question we prepared a sample reading illustration incorporating all of these additions, alterations, deletions and rule changes. One hundred copies of this article were distributed in embossed form to the convention on Monday morning to give you an opportunity to examine them. On Wednesday your Committee sat in panel session and had the benefit first-hand of your reaction to the article embossed in the new style. I want to express here the appreciation of the Committee for the many helpful and constructive suggestions we received from those who took time to meet with us and share your observations on this matter. To carry this experiment further, we plan to ask cooperation of several Braille magazines to include reprints of this article and questionnaire in the mailing of their September issues as a separate pamphlet. This will entail a cost of embossing several thousand copies of this material but we feel such a wide sampling of reader preference is essential in this most important phase of our work. We hope, therefore, that by next fall we shall have tabulated a bit of research which should be acceptable proof of not just a few but of the majority of the readers throughout the country. Our actions in the future with the British in consolidating our position on these matters will have your direct guidance, therefore, and be of real value in concluding this long and difficult task.

The Committee hopes that this plan of procedure meets with your approval and that we may expect to have your fullest cooperation in the replies to the questions based on the sample reading illustration. As many of you may be subscribers to all of the magazines selected for this test, you will auotmatically receive duplicate copies of the pamphlet. We hope you will recognize the reason for this and will only return one set of answers. A further word of caution might be mentioned here in asking that you follow the suggested directions carefully before writing your replies. We ask this only for the purpose of obtaining from you realistic and objective opinions on these changes. This was an assignment given in good faith by our two professional groups the A.A.W.B. and the A.A.I.B. after long recognition of certain inadequacies in the present practices of embossing Braille. The Committee in turn hopes for your sincere understanding, therefore, in this work and would like to think that the results of our efforts will be accepted in the same spirit by Braille readers throughout the field.

Paul J. Langan, Chairman
*Robert W. Beath
Marjorie S. Hooper
*Bernard M. Krebs
*L. W. Rodenberg

(See page 4 for the adoption of this report).

*Visually handicapped.

REPORT OF RESOLUTIONS COMMITTEE

*Arthur L. Voorhees, Chairman

Vocational Rehabilitation Specialist, Division of Services to the Blind, Office of Vocational Rehabilitation, Department of Health, Education, and Welfare, Washington, D. C.

The Resolutions Committee wishes to report that all resolutions presented to it were seriously considered. Resolutions concerning national legislation were referred to the Legislative Committee for such action and recommendations as it saw fit to make.

The Resolutions Committee would like to present the following resolutions for the consideration of the Convention, and I, Mr. Chairman, would like to move their adoption:

Resolution 1

This has been a happy and successful convention to which a great many organizations and people have contributed most generously. We feel that it would be impossible to name individually all who have given of their time, their effort, and their special talents, but would like, at this time, to express our deep and lasting gratitude to them.

We wish especially to record our thanks to the members of the Host Organization, the Illinois Association of Workers for the Blind, Inc., Holland N. Horton, President; and to the members of the Host Committee: to Dr. E. C. Cline, State Supervisor, Division of Vocational Rehabilitation; to Raymond M. Dickinson, Superintendent, Illinois Industrial Home and Services for the Blind; to Mrs. S. D. Ezekelian, President, Blind Service Association; to Leo J. Flood, Superintendent, Illinois Braille and Sight Saving School; to Ray Graham, Assistant Superintendent, Office of Public Instruction, and Director of Special Education for Exceptional Children; to Mrs. Ben Humphries Gray, Executive Secretary, Illinois Society for the Prevention of Blindness; to Ralph R. Ireland, Executive Director, Chicago Lighthouse for the Blind; to Garrett W. Keaster, Executive Director, Illinois Public Aid Commission; to William F. Lynch, Director, Catholic Guild for the Blind; to Donald McClurg, President, Parents of the Blind, Inc.; to Homer Nowatski, Chief, Services for the Blind, Division of Vocational Rehabilitiation; to Dorrance C. Nygaard, Director, The Hadley School for the Blind; to George C. Piper, Executive Director, Business Opportunities for the Blind; to Marian Quinn, Coordinator, Special Services, Arch Diocese, Chicago; to Alex J. Skryzpek, Librarian for the Blind, Chicago Public Library; to Ethel M. Wright, Supervisor, Classes for the Blind and Partially Seeing, Chicago Public Schools; to David Adams, Mrs. Dorothy Bryan, George Magers, and Mrs. Lillian Rosenbom.

To the Boy Scouts and Sea Scouts and their leaders, and to all volunteers from public and private agencies for the blind in Illinois, who have so politely, cheerfully and effectively provided such invaluable guide services to so many of our members throughout the week.

To the management and staff of the LaSalle Hotel, with particular expressions of appreciation to the service staff who have consistently given most thoughtful and effective assistance in a gracious and friendly manner.

To the Chicago Convention Bureau, especially to John D. O'Connell, Convention Manager; and to Gwen Breyer, Ruth Berkos, Josephine Stein, and Ann Peklo, who so ably handled the registrations and sales of tickets.

To our Program Committee and to the host of distinguished speakers whose combined talents have provided for our enlightenment and pleasure a series of meetings whose messages we shall ponder long into the future.

And, finally, to our officers and committees without whose untiring effort so successful and rewarding a convention as this could not have been possible.

To all of these our lasting and heartfelt thanks.

*Visually handicapped.

Resolution 2

Be It Resolved, By the American Association of Workers for the Blind, in convention assembled this 12th day of July, 1957, that we express our pleasure and satisfaction that Mr. Finis E. Davis, an active member of our organization, was elected to the position of Third Vice-President of the International Association of Lions Clubs at the recent San Francisco Convention; and,

Be It Further Resolved, that we commend the Lions Clubs for their interest and service in promoting the welfare of the blind, and express our wish for their continued success and growth even beyond the present membership of more than 600,000.

Resolution 3

Whereas, The American Association of Workers for the Blind has a continuous concern with the problem of the definition of blindness, because the clarity and soundness of definitions have a profound effect on the kinds of services recognized as needed by people with varying degrees of severe visual loss; and,

Whereas, The American Medical Association has had a committee working on this problem which has brought into focus many factors which need to be considered;

Therefore, Be It Resolved, That we commend the American Medical Association for its interest and work; and,

Be It Further Resolved, That we urge the American Medical Association to pursue the problem on a continuing basis; and,

Be It Further Resolved, That we offer the American Medical Association every possible assistance it might find useful in gradually developing a definition of blindness which would be a more adequate conceptual tool and which would be generally accepted.

Resolution 4

Whereas, The American Association of Workers for the Blind, in convention assembled, passed a resolution in July, 1950, at Salt Lake City, Utah, instructing the Legislative Committee to present to the Congress of the United States amendments to Title II of the Social Security Act, creating adequate disability insurance benefits for those persons who should lose their sight while employed in covered industry; and,

Whereas, The Congress of the United States passed the amendment in 1954, but with limited disability benefits which do not meet the requirements of the proposal of the American Association of Workers for the Blind;

Therefore, Be It Resolved, That the Legislative Committee be instructed to prepare and present additional amendments in keeping with the original aims of its convention of 1950.

Resolution 5

Whereas, The American Association of Workers for the Blind has long demonstrated that one of its principal functions is to provide the benefit of its extensive knowledge about the problems of blindness to those leaders in our American society who are responsible for the reflection in legislation of sound social thinking; and,

Whereas, The Honorable Senator John Kennedy, United States Senator of Massachusetts, has introduced Senate Bill S2411 entitled "Protection of the Rights of the Blind to Self-expression Through Certain Organizations," which, in the opinion of this Association is not only unnecessary and unjustified, but also is a bill which embodies a completely unsound and retrogressive concept of the responsibilities and privileges of blind persons as citizens; and,

Whereas, It has been conclusively shown over the years that the great majority of blind persons prefer to be considered as normal members of society who, with the special aid which our Government has made possible, can pursue lives free of dependency; and,

Whereas, public and private agencies serving the blind seek and use at every opportunity the advice of professional responsible blind persons as a guide in the development of services as a supplement to their professional processes for determining the needs and problems to be met; and,

Whereas, The proposed legislation, if enacted, would create an arbitrary and unwieldy system of review and supervision of all Federally-financed benefits or services on behalf of blind persons by professionally unqualified groups; and,

WHEREAS, Such reviews would in effect make these blind persons supervisors of the Federal agencies and programs authorized to make grants-in-aid to the states, or other services, such as research and expansion of professional personnel, for the benefit of all the blind population; and,

WHEREAS, Such administrative procedure would impair the efficiency of Federal programs concerned with the general welfare of blind persons, such as, the Department of Health, Education, and Welfare with its components, the Office of Vocational Rehabilitation, Public Health Service, Office of Education, Social Security and Public Assistance with particular reference to Title II and Title X, the United States Library of Congress services to the blind, the Wagner-O'Day Act as administered by the Department of Labor, and the Act "To Promote the Education of the Blind" as administered through the American Printing House for the Blind in Louisville, Kentucky;

NOW, THEREFORE, BE IT RESOLVED, That the American Association of Workers for the Blind, in convention assembled this 12th day of July, 1957, in Chicago, Illinois, communicate to the Honorable John Kennedy, United States Senator of Massachusetts, and such other of his colleagues who might be immediately concerned, the fact that he or they either are not fully informed or have been improperly advised about the alleged basis for such legislation as reported; and,

BE IT FURTHER RESOLVED, That the Legislative Committee and the Membership of this Association take whatever steps are necessary and feasible to provide Senator Kennedy and any others concerned with authentic information concerning all phases of social, educational, and rehabilitation services for the blind, and to provide them with an opportunity to understand that all of the provisions of this Bill are already guaranteed in the Constitution of the United States, and that, furthermore, most Federally authorized programs of benefits already provide through statutes or regulations opportunity for fair hearings; and,

BE IT FURTHER RESOLVED, That Senator Kennedy and all other members of the United States Congress be advised that inadequacies both in quantity and quality of this nation's programs for prevention of blindness and services to blind individuals could more effectively be evaluated through the passage of other bills currently before the Congress (HR 1955 and S2385), which would create a Presidential Commission on Problems of Blindness, and that favorable consideration of this legislation is profoundly recommended by this Association.

*Arthur L. Voorhees, Chairman
Mrs. Kathryn C. Barkhausen
Mrs. Mary K. Bauman
Harry Simmons
Byron Smith

(See page 4 for adoption of these resolutions).

*Visually handicapped.

SUMMARIES OF THE GROUP MEETINGS

GROUP A

J. Arthur Johnson, Acting Secretary
Executive Director, Columbia Lighthouse for the Blind
Washington, D. C.

Approximately 150 persons were in attendance at the meeting of Group "A" to hear five excellent presentations on the theme: "The Paths of Employment."

Mr. Charles Foote of National Industries for the Blind read a paper prepared by Mr. R. Earl Barrett, Superintendent, Pennsylvania Working Home for the Blind, Philadelphia, who was unavoidedly detained and could not be present.

Mr. Barrett's paper reflected a considerable amount of research into the role of the workshop as a place of employment for blind persons.

The Adjustment Center as a Gateway to Individual Enterprise was discussed by Roy Kumpe, Managing Director, Arkansas Enterprises for the Blind, Little Rock, Arkansas.

A number of case histories were presented by Mr. Kumpe showing how various experiences in the Adjustment Center motivated individuals in different ways and how the sum total of these experiences had benefited these clients.

Dr. Neal Quimby presented a paper which had been prepared by Mr. Mark A. Shoesmith, Manager of the Alamogordo Training Center, New Mexico School for the Visually Handicapped. In this paper Mr. Shoesmith picked up where Mr. Kumpe had left the client and, through the use of individual case histories, was able to point up specific instances where a total training program or some part of a training experience had changed the course of the lives of visually handicapped clients.

"The Industrial Workshop — Destination Unlimited" was the topic presented by Miss Marian Held, Director, Department of Direct Services, New York Association for the Blind, reading from a paper prepared jointly by Miss Held and Mr. Carl E. Olsen, Manager, Lighthouse Industries, New York Association for the Blind.

Mr. Olsen and Miss Held presented a case for the workshop as a place of competitive employment rather than a place of sheltered or terminal employment. It was pointed out how, with high wage rates and fringe benefits which compare favorably with industry, the Lighthouse retains life-long employees as a matter of choice by the employee himself.

Dr. Ralph R. Ireland, Executive Director of the Chicago Lighthouse for the Blind spoke on the topic of "New Horizons" and challenged the group to be ever alert to new techniques and new practices.

(For papers, see pages 101-118).

Mr. William E. Bartram, Executive Director, Lighthouse for the Blind, New Orleans, was elected as the group representative on the Board of Directors for a term of 4 years.

Mr. J. Arthur Johnson, Executive Director, Columbia Lighthouse for the Blind, Washington, was elected chairman of the group.

Mr. Allan W. Sherman, Executive Director, Cleveland Society for the Blind, Cleveland, was elected secretary of the group.

Respectfully submitted,
J. ARTHUR JOHNSON, Acting Secretary

GROUP B

*Vernon L. Hull, Chairman
Area Supervisor, Rehabilitation Service
Virginia Commission for the Visually Handicapped, Richmond, iVrginia

At two o'clock on the afternoon of Monday, July 8th, Group B met in the Ballroom with Vernon L. Hull, Chairman, presiding. Three papers of significant interest were presented: "The Importance of Family Attitudes in Vocational Rehabilitation" by Douglas C. MacFarland, Ph.D., Executive Secretary of the Virginia Commission for the Visually Handicapped, Richmond, Virginia (see page 120); "Personal Motivation as a Factor in Vocational Rehabilitation" by the Reverend Thomas J. Carroll, Director, Catholic Guild for the Blind, Boston, Massachusetts (see page 122); and "Medical Factors in Vocational Rehabilitation" by B. Eugene Crumrine, District Manager, Pennsylvania Council for the Blind, Philadelphia, Pennsylvania (see page 126). In the absence of Father Carroll, the paper on personal motivation was read by Dr. Gordon Connor, Director of St. Paul's Rehabilitation Center for the Blind, Newton, Massachusetts.

During the business session which followed the general meeting, Harold Richterman, Director of Vocational Services, Industrial Home for the Blind, Brooklyn, New York, was elected Chairman of Group B for a two-year term; George Staton, Rehabilitation Counselor, North Carolina Commission for the Blind, Raleigh, North Carolina, was elected Secretary for a two-year term; and Vernon L. Hull, Area Supervisor, Virginia Commission for the Visually Handicapped, Richmond, Virginia, was elected Board member for a four-year term.

During a discussion of the Newsletter for Employment Specialists for the Blind, it was agreed to limit the publication of this periodical to three issues per year. Kenneth E. Bratt, Director of the Indiana Board of Industrial Aid for the Blind, agreed to be responsible for the first issue of the new fiscal year on December 1; William S. Wood, Placement Counselor with the Texas Commission for the Blind, accepted editorship of the second issue scheduled for March 1, 1958; and Octave J. Bourgeois, Employment Counselor for the Department of Public Welfare, Division for the Blind and Sight Conservation, Louisiana, accepted editorship of the third issue scheduled for June 1, 1958.

An enthusiastic and whole-hearted response followed Mr. Hull's suggestion that a group telegram be sent to Mr. John McAulay, formerly Rehabilitation Specialist with the Office of Vocational Rehabilitation Services for the Blind, Washington, D. C., and now a patient at the Martinsburg, West Virginia, Veterans Administration Hospital.

At 8:00 p.m., on the evening of Monday, July 8th, Group B reconvened for a panel discussion of "Special Problem Areas in Placement." Three additional papers were presented at this time: "Music Therapy—A New Professional Frontier for the Visually Handicapped" by Helen Dodge, Music Therapist, Long Cliff Hospital, Logansport, Indiana (see page 130); "The Teaching of Political Science and the Practice of Law by a Person Who Is Blind" by John Preston Ward, Assistant Professor of Law Indiana University, Bloomington, Indiana (see page 133); "Helpful Hints for a Blind Public School Teacher" by Mr. J. W. Leiber, Public School Principal, Jacksonville, Illinois (see page 135).

Respectfull submitted,

*VERNON L. HULL, Chairman

*Visually handicapped.

GROUP C

*Mrs. Dorothy Schaub Zerr, Field Representative
Philadelphia Association for the Blind, Philadelphia, Pennsylvania

The American Association of Workers for the Blind Group C, for Home Teachers and Social Workers Other than Home Teachers Engaged in Work for the Blind, met at the Hotel La Salle, Chicago, Illinois, 2:00-5:00 p.m., Monday, July 8, 1957, with Miss Sarah Gissendanner, Chairman, and Mrs. Dorothy S. Zerr, Secretary, in their respective chairs.

The Chairman called the meeting to order and expressed regret at the loss of the late Alfred Allen.

Old Business

The Chairman next reported on the progress regarding the resolution passed by Group C in 1955 that we request the American Foundation for the Blind to conduct further research to develop home teaching standards; and that the American Foundation for the Blind be asked to have two representatives from each of the home teaching conferences and the A.A.W.B. Group C to serve as advisors on the project. She had received a letter from Mr. Alexander Handel, American Foundation for the Blind, advising that arrangements have been made with the New York School of Social Work and Columbia University relative to study and designing of home teaching standards. Miss Gissendanner said that she also had spoken with representatives of O.V.R. and they were also interested in making a study of home teaching, and considered it to be one of the three most important studies to be made.

At the request of the Chairman, Donald W. Hathaway, Hadley Correspondence School For the Blind, reported on the development and progress of the correspondence course in diseases and anatomy of the eye. He reported that Dr. Berthold Lowenfeld had stated that such a course would have to carry two hours credit in order to be used for certification for home teachers. The University of Chicago was willing to give this course, but the only text that had been suitable or acceptable was one by Dr. Veil. Some revisions would have to be made, however, and some chapters added, but because of Dr. Veil's heart attack last fall, he had so far been unable to have this book revised. Efforts were being made, however, to encourage having this done. Because of the cost of publishing and use of a model of the eye in conjunction with the course, Mr. Hathaway said that it will probably cost about $10,000 to give this course.

The Chairman then reported regarding the proposal and the tabled motion with respect to Group C's participation in membership of a home teachers' coordinating committee which had been suggested by Mrs. Juliet Bindt. The motion had been tabled in order that Group C could clear with the Board of Directors of A.A.W.B. regarding whether or not it could participate in membership if such a committee were established, and it was felt that the other home teaching conferences should have an opportunity to find out more and think about such a committee. Miss Gissendanner reported that the Midwestern Conference of Home Teachers had voted strongly against such a committee; the Western Conference of Home Teachers, although most interested at first, was losing interest; Miss Louise Cowan, from the Canadian Conference of Home Teachers, had reported that their group felt Group C should be the coordinating group; and Patricia Stone, Group C Board representative for A.A.W.B., had cleared through the Board, and had reported that the Board did not approve Group C's participation in such a committee.

Chairman then asked for any other old business. There was none.

*Visually handicapped.

New Business

Chairman then asked for new business from the floor. As there was none, election of officers was held.

Chairman asked for nominations from the floor for Group C representative to the A.A.W.B. Board of Directors. Miss Sarah Gissendanner, Home Teacher, Virginia Commission for the Visually Handicapped, was nominated. The nomination was seconded. Chairman asked for other nominations from the floor. As there were no others, motion was made and seconded that the nominations be closed. Motion carried. Miss Sarah Gissendanner was unanimously elected.

Chairman then called for nominations for Chairman. Roy Ward, Home Teacher, New York Association for the Blind, was nominated. The nomination was seconded. As there were no further nominations from the floor, motion was made and seconded that nominations be closed. Motion carried. Roy Ward was elected unanimously as chairman.

Chairman then called for nominations for secretary. Mrs. Florence Horton, Home Teacher, Division for the Blind, Department of Public Welfare, Chicago, was nominated. The nomination was seconded. Chairman called for other nominations. As there were no other nominations from the floor, motion was made and seconded that nominations be closed. Motion carried. Mrs. Florence Horton was unanimously elected as secretary.

Program

As there was no further business, the program, "Let's Talk It Over—A Case History" was presented. The program consisted of the presentation of two cases with a panel discussion by members of various disciplines. (See pages 86 to 93). The panel consisted of: Mr. Lee Lacey, Executive Director, Goodwill Industries, Dayton, Ohio; Mr. George Emanuele, Medical and Social Services, Florida Council for the Blind; Dr. William M. Cannon, Staff Psychologist, North Carolina Commission for the Blind; Miss Patricia Stone, Caseworker, North Carolina Commission for the Blind; Mr. Robert Scanlin, Rehabilitation Counselor, and Miss Louise Cowan, Supervisor of Home Teaching for Ontario, The Canadian National Institute for the Blind. Following the pannel discussion, there were discussions and questions from the floor. Upon conclusion of the program, the new officers were introduced to the group by Sarah Gissendanner, and the meeting was then adjourned.

Respectfully submitted,

*Dorothy Schaub Zerr

*Visually handicapped.

CASE No. 1

Background Information

Mrs. S. was born in Germany on Jan. 29, 1860. She came to the United States in 1883 and in the same year married Mr. S. To this union three daughters were born. After her husband's death in 1899, Mrs. S. supported herself for several years as a practical nurse. The three girls all married. For 24 years Mrs. S. lived with her daughter A. in North Carolina. She helped the daughter in her home with the rearing of two children. As Mrs. S. became older, she became very domineering and demanding, and created great confusion wherever she happened to be. After A.'s children were grown, A. insisted that her sisters take some of the responsibility for their mother and have her in their homes for part of the time. Mrs. S. had separated her daughter M. and her husband many years ago, and apparently there has never been a reconciliation. She separated C. and her husband 14 years ago, but there was a reconciliation. After her grandchildren were grown and married, she visited in their homes and caused trouble there also.

Finally, about 3 years ago, A. placed her mother in a board-and-care home. Mrs. S. stayed there between 7 and 8 months. After that she visited M. in New York for about 5 months, and when M. could not stand the confusion which Mrs. S. caused any longer, she sent her to C. in California. That was in the early part of 1946. After a few months, C.'s husband objected so strenuously to Mrs. S.'s constant faultfinding, bossing, and complaints of mistreatment, that he issued the ultimatum that if Mrs. S. was not sent away, he would leave home. C. finally agreed and sent Mrs. S. back to A. in December 1946.

No one knows what happened, but Mrs. S. had only been there two days when A. put her on a train for California and wired C. the time of arrival.

C. had a modest home with only one bedroom. While Mrs. S. was with her it was necessary for her husband to sleep on the couch in the living room. Mrs. S. disrupted the routine of the home to such an extent that he couldn't even relax on his own couch except when Mrs. S. was in bed and asleep. Finally, in the fall of 1947, he rented a room away from home and moved.

C. was a fine, intelligent woman, and a good homemaker. She had been a business woman when she was younger. While her mother was with her, C. had given her every consideration possible and saw to it that she had proper meals and rest, and provided medical care when it was required. She gave Mrs. S. a good home. Even after her husband had left the home, C. was torn between the desire to fulfill her duty to her mother and her responsibility to her husband. She would have continued to give her mother a home, except that Mrs. S. constantly begged to go "home" to A. in North Carolina.

In the meantime A. and her husband had moved to Florida and there was no place to which Mrs. S. could go. When C. did not make plans to send her mother "home," Mrs. S. became very abusive and antagonistic toward her; she constantly accused C. of doing things to cause her suffering, and told one story after another of persecution. Many times she told of dreams in which she was mistreated by her daughter—the next day she would tell these stories as if they had actually happened.

The saturation point was almost reached when C. had to consult her doctor because of a nervous condition. The doctor had attended Mrs. S. and had observed the tensions in the home. He immediately recommended that C. send her mother back East, and when C. explained that she had no money for transportation, the doctor referred her to the Department of Public Assistance.

After investigation was begun preparatory to sending Mrs. S. back to North Carolina, she alternated between begging to start immediately and accusing her daughter of abusing and neglecting her by trying to send her away. Nothing C. did pleased Mrs. S. and she would go into angry tirades and temper tantrums which upset both herself and C. Finally, early in April, C. was on the verge of a complete nervous collapse, and she was incapable, physically, of continuing to care for her mother.

Mrs. S. was ineligible for aid where she was, because of residence; application had been made for her placement in a county home in North Carolina where she was a legal resident, and arrangements were made for her trip East. It was explained many times, in great detail, to Mrs. S. that she would have to be placed in an institution after her arrival; she was very happy at that prospect.

Being aware of the fact that Mrs. S. would make many false statements about the treatment she had received, the Department of Public Assistance provided a registered nurse attendant, drawing room accommodations, and ample funds for meals for the cross-country trip. Mrs. S. left in a very happy frame of mind, and in a much better state of health than she had been in when she had arrived over a year previously.

When the nurse returned to California, she reported that Mrs. S. was hardly out of the state before she was shouting to anyone who would listen about her mistreatment by her daughter C.; before the trip was over she was complaining about the treatment given her by the nurse. Under normal circumstances, the funds which had been provided for meals would have been ample for both Mrs. S. and the nurse. However, Mrs. S. ordered twice as much as would normally have been expected, and her food alone exceeded the allowance given for both herself and the nurse. The peculiar thing was that she actually devoured those large amounts of food, notwithstanding the fact that she had neither upper nor lower teeth.

C. had a very small allowance from her husband for her own living expenses, but this was barely sufficient to cover her basic needs. She was not in a position to make any contribution to her mother's support. C. had said that A.'s husband had been a wealthy man, and had contributed to Mrs. S.'s support for many, many years, but she didn't know

whether he would be willing to continue to contribute anything.

4/23/48

Mrs. S. and attendant were met at the train by the caseworker from the agency. As there was no place for Mrs. S., she was placed for the night in the Salvation Army Home. Her attendant remained with her overnight.

4/24/48

The Salvation Army advised the agency that Mrs. S. would have to be moved as they did not have the facilities to keep her there.

Mrs. S.'s legal residence was verified and arrangements were made for her to receive Aid to the Blind. It was decided to place Mrs. S. temporarily in the County Hospital, pending placement elsewhere.

Worker called at the Salvation Army Home and found Mrs. S. to be a tall, gaunt, and rather nervous old lady. She had a definite German accent, but her language was intelligible.

When worker explained to Mrs. S. who she was and why she had come, Mrs. S. put her arm around worker and began to cry. She then said that she would like to tell worker about the ill-treatment she had received at the home of her daughter in California. Worker explained to Mrs. S. that she had come to take her to the County Hospital temporarily and suggested that Mrs. S. let worker help her get her baggage together and assist her to the car. With the help of the woman in charge of the Salvation Army Home, worker assisted Mrs. S. down the steps. She walked very slowly and depended upon worker for support and guidance. She wept all the way down to the car and seemed greatly upset in general. She told worker that she would be so glad to get to some place where she could rest and not have to worry whether she would be fed adequately.

Mrs. S. stated that she had expected her daughter A. to be there when she returned. She was very much upset when she was told that her daughter was no longer living in that part of the country. She could not understand why she had not met her at the station the night before, nor why she had not notified her mother that she had moved. Mrs. S. felt, she told worker, that this was her home and the place where she belonged and wanted most to be. She knew that her daughter A. was here and she would be able to return to her home to stay. She explained to worker that she had lived with this daughter for 23 years and had done much of the housework and cooking when she could see. She stated that she has been blind for about four years and has been of no use to herself or others since that time. Then Mrs. S. went into a long oration about the time she had spent with her daughter C. in California. She told worker that this daughter was not living with her husband any longer as they had had a severe quarrel and separated some time ago. She went on to tell of other happenings during her stay with her daughter. One time when her daughter was mad with her, Mrs. S. related, she had filled a bucket with water and thrown it on her. She stated that C. would take handsful of her mother's hair and stuff it into Mrs. S.'s pocketbook. She gave her very little to eat and Mrs. S. stated that it had been several months since she had tasted butter or meat. Mrs. S. could stand it no longer and told worker that she packed up and returned "home." She did not know why her daughter had treated her in that way and assured worker that she had raised her children to behave respectfully toward their parents and to be obedient and considerate. She cried all during her narrative and then apologized to worker for having broken down. She said that she could tell other things that were even more horrible, but she supposed that she had better keep them to herself.

Worker asked Mrs. S. if she had any plans for the future and Mrs. S. said that she had none. She was here without any children to care for her and she told worker that she was upon the mercy of her and the Welfare Department. She wanted most of all to make her home with one of her children, but since none of them seemed to want her, she would have to go wherever worker placed her; she hoped it would not be in the County Home. Worker explained to Mrs. S. that she was taking her to the County Hospital temporarily as there was no other means of placement at this time, but worker would make every effort

to find either a nursing home or boarding home for her. At this point client began to cry again and told worker that she was glad to know that there were still a few good people left in the world. Client seemed very unstable emotionally and quite thin and weak. Worker assisted her into the County Hospital with the help of an orderly, and she was allowed to remain dressed in her room while worker finished the interview.

Worker then explained about making formal application for Aid to the Blind. Mrs. S. said that she had no means of income whatsover and therefore wanted to make formal application for some means of support.

Mrs. S. told worker that her husband had died when the children were small and that she had worked as a domestic servant in order to raise the three girls. After her daughter A. had married and moved to North Carolina, she had come to live with her. There had been times when she was sent to the homes of her other daughters, but she always returned to North Carolina after just a short stay in each place. According to Mrs. S. her daughters did not seem to want her in their homes.

4/28/48

Worker visited Mrs. S. in County Hospital. Mrs. S. seemed to have grown weaker and it seemed easier for her to cry. The physician in charge stated that she was failing rapidly and should be placed where she would be happier as soon as possible.

5/1/48

Mrs. S.'s grandson came to the Department of Public Welfare to see about his grandmother. He said he didn't believe that his aunt in California had put Mrs. S. out. He said he knew that his grandmother was hard to live with. He further said that she is old and not strong, but has always caused trouble, and he would not permit her to return to his mother in Florida. He asked that no arrangements be made until he had contacted both the doctor at the County Hospital and his parents.

5/15/48

Mrs. S.'s grandson had interview with worker. He said that he had come as a representative from his parents and wished to state that it would be utterly impossible for them to assume further responsibility for the care of Mrs. S.

6/15/48

After numerous unsuccessful attempts to place Mrs. S. in any one of several nursing homes, arrangements were made for her to go to a Catholic Home operated by the Little Sisters of the Poor in Virginia. Mrs. S. said she felt that if she could be cared for by the Catholic Sisters she would have no further worries, as she had great faith in her church and in its kindness of heart.

6/16/48

Worker took Mrs. S. by bus to the Catholic Home in Virginia.

6/21/48

Received letter from the director of Catholic Charities in Virginia advising the agency that Mrs. S. was not making a happy adjustment in the Home, and requesting immediate reply regarding other placement for her.

6/24/48

Agency sent letter to director of Catholic Charities asking him to allow Mrs. S. a little more time to make a satisfactory adjustment before making other arrangements for her placement.

6/28/48

The director of Catholic Charities called the Welfare Department regarding Mrs. S.'s placement. He advised that she was most unhappy in her present location and wished to be returned to this city. He requested immediate removal of Mrs. S. from the Catholic Home.

7/12/48

Worker called at the Home of the Little Sisters of the Poor and talked with the director regarding Mrs. S.'s situation. Worker explained that she would take Mrs. S. back to North Carolina on the following day. Worker had previously contacted a private boarding house there and they had agreed to take Mrs. S. temporarily as a boarder until a vacancy occurred in the County Home. The director of the Home stated that Mrs. S. had gone on a hunger strike almost as soon as she arrived and had eaten only a very small amount each day. She was most unhappy there and wanted to return "home." The Sisters had done everything in their power to try to make her satisfied, but they had not been successful. The officials in the institution were of the opinion that Mrs. S. was mentally ill. She seemed to be bitter about the rejection of her children and wanted to return to North Carolina to die, as she was firmly convinced that that was her real home. The director expressed regret at not being able to keep Mrs. S. longer, but she stated that is was generally believed that Mrs. S. was not a normal old person and could not adjust in an environment of old people in a satisfactory manner. She had kept apart from the rest of the group and had done nothing but complain and grieve during her four weeks' stay.

7/13/48

Worker and Mrs. S. left the Catholic Home and took a bus back to North Carolina. Mrs. S. demanded and consumed large amounts of food immediately.

Upon arrival in North Carolina, Mrs. S. was taken to the private boarding house to await vacancy in the County Home.

7/14/48

Worker called at the boarding house to deliver Mrs. S.'s trunk. The owner met her at the door and stated that she could not keep her new boarder any longer. The night before Mrs. S. had called out almost all night demanding that the lights be put out in the hall; she had kept the other boarders awake the entire night. The owner finally agreed to keep Mrs. S. one more night.

7/15/48

Worker contacted the physician in charge at the County Hospital. He stated that it seemed as if Mrs. S. was mentally ill. Upon his recommendation, Mrs. S. was committed temporarily to the mental ward of the County Hospital for observation and diagnosis.

7/30/48

The agency was notified of a vacancy in the County Home. Mrs. S. was placed in the home section and shared a room with another elderly woman with whom she seemed to be happy. She spent much time on the porch talking with the other inmates. Worker later talked with the supervisor who said Mrs. S. seemed quite content and had developed a keen appetite.

1/9/49

Considerable complications were created due to the fact that Mrs. S.'s grandson had made arrangements for cataract surgery by a private doctor without notifying the welfare agency which was expected to pay for the hospitalization.

5/3/49

Cataract operation was performed, but unsuccessful.

12/1/49

The agency learned that Mrs. S.'s daughter A. had moved her mother to Florida. It was learned at a later date that A. and her husband had continued to support Mrs. S. in their home, but under great financial and emotional odds.

2/17/55

Mrs. S. applied to the Welfare Department in Florida for Aid to the Blind.

1/30/56

Mrs. S. died in a Welfare Home in Florida. She had been placed there in June of 1955 after she became too ill for her daughter to care for her. Aid to the Blind had been given to supplement her nursing home expenses.

Summary of panel discussion

Prior to the general discussion of the panel, Mr. Emanuele pointed out the importance of the medical social worker being familiar with the medical social implications. Mr. Cannon stated that in North Carolina, a very extensive team work program is carried on, with all the various disciplines used. In this program a mobile psychological clinic is used. It serves as a screening center coordinated closely with the psychiatric clinics. Any staff member may have access to the psychologist for consultation.

Mrs. S. was in many ways typical of a geriatric case. It was felt that perhaps it was tragic that this case ran rampant as long as it did. It was suggested that she was unwanted and perhaps the agency could have assumed more responsibility. Because she was old, it did not mean that psychological changes could not have been effected. She showed paranoidal development. Paranoia could have developed partly because she could not remember. When she told tales, she got attention. The gorging of food indicated emotional disturbance. Short-term moods indicated short-term memory. There was a question as to why psychiatric help was not obtained. However, it was then questioned what psychiatric help could have been given in view of her arteriosclerosis. It was pointed out that we knew very little about when blindness came into the picture. In reading the case, in many ways one almost sympathized with the family. She had separated two families. After the agency had taken over, the family did come back into the picture. Perhaps their arranging for eye surgery was to satisfy some guilt feeling on their part. Blindness was not the main problem.

This case in many ways represents those cases that home teachers and social workers have to work with. There is a problem that elderly people can no longer find their needs met in their children's homes. Both children and parents feel this is not right, but it seems impossible for them to meet this problem. It was suggested that perhaps the community should take greater responsibility in meeting this type of problem. It was suggested that psychological problems might have been detected sooner by the caseworker had she not been able to establish a satisfactory rapport.

* * * * *

CASE No. 2

Vision: O.U. L.P.
Diagnosis: O.U. Cataracts
Etiology: Unknown
Date of Birth: February 4, 1920

Miss B. is a short, slightly built, graying young woman who looks her 37 years. Born and raised in upstate New York, she attended one of the local elementary schools. She recalled how uncomfortable she felt because of her inability to see her schoolwork. Miss B. revealed that she liked school and her classmates, but as time progressed and she fell further behind in her work, she became more withdrawn. Her parents objected to Miss B.'s attending a special school, despite the fact that the pressures of the slow learning class in which she was placed were proving too much for her. Miss B. anxiously awaited the day when she became 16, at which time she would be permitted to leave school before completing the sixth grade. She expressed her need for additional education, but seemed extremely fearful of any formal learning situation in or out of school.

Upon leaving school, Miss B. withdrew completely into the sheltered and overprotective atmosphere of her home and parents. Never encouraged to seek training or employment, she remained at home with minimal responsibilities. Miss B. has never been employed. Her only attempt to obtain work resulted in failure. She verbalized feelings concerning her fear of meeting people. Associated with her being over-protected was the position of absolute domination employed by her parents. Miss B. expressed some resentment toward them for having denied her the training opportunities which could have been invaluable to her today.

There appears substantial emotional, chronological and geographic distince between Miss B. and her considerably older three sisters and brother. She almost neglected to mention one of them. Since her father's death in 1953,

Miss B. has been living with her sister and her family in New York City. The sister had been encouraging her to become more independent and less seclusive, but with little success.

Miss B. recalled having weak eyes since childhood, and seemed to take the matter for granted until early in 1954, when she realized that her vision had deteriorated to the point where she could no longer recognize her sister's children. She became very much upset and visited a physician who advised her that nothing could be done to restore her lost vision. Miss B. somewhat accepted her situation and became more open to her sister's suggestions for self-help.

The agency was contacted and, after several visits by a social worker who counseled Miss B. in the direction of adjusting to and accepting her blindness, a home teacher was assigned to work with the client. Miss B. initially was fearful and apprehensive, but soon became responsive, more at ease, and began to look forward to the teacher's frequent visits. Through training in the home to develop household skills which included helping with the general housework, cooking, ironing, etc., personal grooming and Braille instruction, Miss B. gained greater independence. Her ability to get about as a result of cane-travel instruction gave rise to her interest in visiting the agency to receive training for possible employment. During the interview with the training supervisor, a tentative program was outlined in such a manner as to make her a participant in shaping her goals. Though very tense during this initial interview, she gave evidence of her motivation to be self-sufficient and was able to verbalize some of her needs.

Upon being referred to the Psychological Guidance Service, tests of intelligence, manual dexterity, clerical ability, occupational interest and personality were administered to a very frightened Miss B. Ratings of the Wechsler-Bellevue Verbal Scale scores were in the low average range. The variability of results between some of the sub-tests appeared due to anxiety rather than any inconsistency of functioning. Miss B. demonstrated an ability to meet new situations by utilizing the lessons of her past experiences. She worked most effectively with concrete rather than abstract problems. Although her work on the tests of manual dexterity was mediocre, Miss B. showed much greater potential as she became more confident and at ease with the tasks presented her. She indicated interest in work requiring her to be near or with people. Although her motivation for becoming independent was strong, she indicated a preference for working at tasks requiring less responsibility. It was noted that Miss B. did not perform near her various potentials because of the tensions generated by the testing situation.

During the five months of training which followed, Miss B. gained greater manual proficiency, confidence and work tolerance. She learned to work with supervision in a setting which attempted to duplicate a job situation. She became part of a group and made friends. A healthy attitude toward work developed. The psychological testing and extensive evaluation-prevocational training program indicated that Miss B. would be able to receive, understand and utilize instructions for a job environment which would allow her to function at her level ability. With her then present fears of new situations, it seemed most suitable that Miss B. be employed in simple, repetitive operations. In time, when ready, she might be encouraged to progress to more complex activities.

Instruction in Braille writing, as well as typing for personal use, was continued at the agency. During this period she was undergoing a great change in personality. Miss B., although friendly, became outgoing. Eventually she took advantage of the recreation programs and attended the dances, the choral group, and took an interest in ceramics. She grew socially, and in the summer had no fears about leaving home to attend the agency's camp for adults.

Because of her demonstrated growth and motivation, Miss B. has been placed at the agency in a part-time position as an assistant to the Braille press-operator and is learning to operate the Braille stereotype machine. It is hoped that this step will further instill in Miss B. greater confidence, and prepare her for placement outside the agency. Miss B. is now contemplating setting up house for herself, and feels independent of the care still available to her from her family.

Summary of pannel discussion

Parents had showed a protective attitude toward Miss B. It was felt she may have had defective vision all her life, but was not aware of it until a change occurred. It was suggested that in the past the home teacher might have gone into the home and tried to teach her Braille, knitting, etc. to pave the way, but in this case the social worker apparently had prepared Miss B. for the home teacher. At this point the client was ready for instruction in housework and the home teacher was able to take hold where the client was.

There was also the possibility that the parents had prevented her participating in some activities which she may have resented. The home teacher no doubt had a satisfactory relationship with the sister in that she permitted Miss B. to carry on with some of the household activities. Navigation had been the thing that had first brought Miss B. in to the rehabilitation agency. It was suggested that this was a case of maturation, something which had started out in infancy and had advanced to a state where extro-introversion had occurred. She probably was not a smart girl and took the easiest way out. When she left school, she stayed home. This forced introversion is often found in blind people forced out of activities in school. When she became aware that she was now blind, she was no longer faced with the problem to choose. She had previously been forced into sighted competition. She could not see, but had been faced with an inward problem which she could not meet.

There was the mention that tests were given to a very scared young woman. It was pointed out that if there was not a good rapport with the psychologist or psychometrist, test results may not be valid.

There was interest in the motivation through casework and home teaching which resulted in client's motivation to come into agency for prevocational training. It was felt that this was good, but if she were allowed to stay at agency during transitional stage for too long, she may want to remain there. If she were to remain in the agency this would be all right, but if the ultimate aim was to place her in something outside the agency, it may be more difficult to place her if she remained there too long. In contacting a company with respect to employment, it would be well to talk to management and to supervisor. She would need close follow-up with respect to her adjustment. If the client were not handled right, forced introversion might occur. It was pointed out that working in a group for five months was of very good therapeutic value, but after all the years of her introversion, some overlay would no doubt continue. It was felt that home teacher and rehabilitation worker had worked together very closely and well.

GROUP D

***Myrtle Garris, Secretary**

Stand Operator, Raleigh, North Carolina

The meeting of Group D was called to order at 8 P.M., July 8, 1957, by Mrs. Raymond Dickinson, Chairman. She extended greetings to and welcomed the guests and members who were attending the Convention in Chicago.

Mr. Jake Jacobson of Virginia, the Group member of the Board of Directors, then gave his report. He stated that the Board had met twice during the past year, once in March, at which time a committee was appointed to study and present some new amendments to our Constitution; then again in May, when they adopted the amendments as set up by the committee.

***Visually handicapped.**

The election of officers followed. Mrs. Alfred Allen was elected Chairman for the next two years, Miss Myrtle Garris Secretary for the next two years, and Mrs. Raymond Dickinson the representative of the Group on the Board of Directors for the next four years.

This was followed by a well-planned program presented by the Chairman. A paper on "The Role of the Psychiatrist in Work for the Blind" was given by Dr. Albert H. Argent, followed by questions from the audience. Then a panel discussion on "The Role of the Volunteer in Work for the Blind" was ably handled by five leading people from as many agencies doing volunteer work in Chicago. (Due to the fact that Mrs. Larkin could not be at the meeting, her place was taken by Mrs. Elizabeth G. Watkins, a member of the Advisory Board of the Volunteer Bureau of Welfare Council of Greater Metropolitan Chicago.) Mr. Dickinson made a very able moderator. All of these papers will be found in the Proceedings (see pages 136 to 146).

After a very interesting discussion, with questions from the floor, Mrs. Allen was introduced as the new Chairman by Mrs. Dickinson. Mrs. Allen expressed her appreciation for the confidence the Group had in her, and invited each visitor and member to attend the A.A.W.B. in Philadelphia in 1958. The meeting was adjourned at 10:50 p.m.

Respectfull submitted,

*MYRTLE GARRIS, Secretary

GROUP E

Mrs. Kathryn C. Barkhausen, Secretary

Director, Services for the Blind, Denver, Colorado

Group E met in the Ballroom of the La Salle Hotel in Chicago, Illinois, Tuesday, July 9, 1957, at 9:00 a.m. The meeting was called to order by the Chairman, Howard H. Hanson, Director, Service to the Blind, Pierre, South Dakota. Approximately 125 persons attended the meeting and gave their undivided attention to the two scheduled speakers.

Mr. H. B. Aycock, Chief, Division of Services to the Blind, Office of Vocational Rehabilitation, Department of Health, Eduction and Welfare, Washington, D. C., spoke on "Challenges to Rehabilitation Agencies Serving Blind Persons." He spoke for an hour with dignity and authority and, from the applause that followed, it was evident that he had delivered a masterful and interesting speech.

Also, equally well received was Mr. Lyle Thume, Psychologist, Southwest Rehabilitation Center, Little Rock, Arkansas, who spoke on "The Role of a Psychologist in an Agency serving the Blind."

(For copies of these papers, see pages 146 and 152).

The members of Group E were requested to remain for the election of officers. Mr. Donald Perry of Utah nominated Howard H. Hanson to succeed himself as Chairman. There being no other nominations, the Secretary was instructed to cast the unanimous ballot for Mr. Hanson to serve as Chairman of Group E for the next two years. Mrs. Kathryn C. Barkhausen of Colorado nominated Clifford A. Stocker of Oregon, as Secretary. There being no other nominations, the secretary was instructed to cast the unanimous ballot for Mr. Stocker to serve as Secretary of Group E for the next two years.

There being no further business to come before the group, the meeting adjourned at 12:00 o'clock.

Respectfully submitted,

KATHRYN C. BARKHAUSEN, Secretary

*Visually handicapped.

GROUP F

Elizabeth L. Hutchinson, Secretary
Vice-President, The Seeing Eye, Morristown, New Jersey

The meeting of Group F was held Tuesday afternoon, July 9, 1957, with Mr. Alexander Handel as Acting Chairman, in the absence of Mr. Eugene Morgret, Chairman, who was unable to be present because of illness.

Mr. Handel opened the meeting by stating that the session was a culmination of five years of discussion of standards for professional services to blind persons and that the speakers at this meeting would consider the processes of establishing and enforcing standards. The papers presented by: Kenneth B. Babcock, M.D., Director, Joint Committee on Accreditation of Hospitals, Chicago, Illinois, and Francis J. Cummings, Ph.D., Chairman of Ethics Committee, A.A.W.B., are printed in their entirety on pages 152 and 157 respectively.

Mr. H. B. Aycock, Chief, Division of Services to the Blind, Office of Vocational Rehabilitation, Department of Health, Education and Welfare, Washington, D. C., was the third speaker on the program. He pointed out the great opportunity facing agencies for the blind today and the challenge to expand our efforts in meeting the total problem. Great emphasis was placed upon the importance of providing quality services, the need for efficiency of operation, and the necessity of having professional personnel. He said that an important phase carried on by the Federal Government is caring for the money grants made to agencies. If such grants are to be made, the agencies must meet standards and must be able to provide the services for which the grants are made. Mr. Aycock said that the accreditation of social welfare agencies, research centers and universities had simplified the making of grants in other fields, and thought that it would be helpful to agencies for the blind in improving their services.

A business meeting followed the reading and discussion of these papers. Mr. Handel reported that our Chairman, Mr. Morgret, was anxious to have the Group continue its interest in the standardization of work in agencies for blind persons, and suggested that a committee be appointed to pursue the matter further. A motion made by Mr. Alfred Severson, that the suggestion made by Mr. Morgret should be referred to the incoming officers with the recommendation that it seemed to be a sound plan, was seconded and carried.

The election of officers was the next order of business. Captain M. C. Robinson, M.B.E., LL.D., Chairman of the Nominating Committee, presented the following slate for consideration of the members:

George Werntz, Jr., *Chairman*

M. Roberta Townsend, *Secretary*

The nominations made by the Nominating Committee were accepted as read, and Mr. Werntz and Miss Townsend were unanimously elected to serve through 1959.

Respectfully submitted,

ELIZABETH L. HUTCHINSON, Secretary

GROUP G

For papers presented at this meeting, see pages 159 to 167.

At the election of officers, the following were elected for a period of two years:

Chairman—Jack Hartong.

Secretary—Lee Iverson.

GROUP H

Marjorie S. Hooper, Secretary
Braille and Large Type Editor
American Printing House for the Blind, Louisville, Kentucky

Two general meetings were held during the week by the members of Group H, plus two special sessions of librarians, the latter including a trip to the Department of Books for the Blind of the Chicago Public Library.

The first general meeting—a special session—was held on Monday afternoon, July 8th, at which time the Chairman, Mr. Nelson Coon, Librarian, Perkins School for the Blind, gave a detailed summary of the findings of the American Foundation for the Blind Survey of Library Services to the Blind (see page 167), based on notes made by himself and Mr. Charles Gallozzi, Librarian for the Blind, Philadelphia Free Library (and a member of the Survey Committee), from an advance, although unofficial, copy of the full report. Following Mr. Coon's presentation, Mr. Alexander F. Handel, Consultant in Community Planning of the Foundation staff and also director of the library survey for the A.F.B., stated that the final draft of the report would be available for distribution by October, 1957, on a minimal basis to all libraries and distributing agencies, etc., and also upon request to other interested agencies or individuals. He further expressed the hope that a discussion of the full report would be on the agenda of the A.A.W.B. for 1958.

In discussing Mr. Coon's summary statement, it was brought out that:

1. The purpose of this study of library services for blind persons is to assess the administrative and professional effectiveness of the special library facilities and programs established to serve blind individuals. A basic corollary to this purpose is the ongoing objective of improving services for blind persons. To achieve these objections it was planned to:

a. Survey the 28 libraries responsible for the distribution of Braille and Talking Books provided by the Federal Government, this survey to involve a qualitative and quantitative evaluation of both the professional and administrative aspects of these libraries.

b. Survey the more than 50 agencies and organizations currently responsible for the distribution and maintenance of Talking Book machines, this survey to be conducted in conjunction with the survey of the libraries referred to above.

c. Conduct a survey of the needs of blind persons for library services, this survey to cover both users and non-users of existing library services.

d. Develop an authoritative statement of principles and standards which can be used to measure and advance the professional level of library services for blind persons.

(*Note:* Phases "a" and "b" above were covered by the Foundation Library Survey on which Mr. Coon reported. The Foundation has approximately $11,000 to conduct the survey outlined in item "c." The Library of Congress has already gone ahead on phase "d" to some extent, and it was felt that the Foundation would probably not do more in this area.)

2. Emphasis on research should be insisted on in all areas, and no arbitrary decisions should be made without adequate research in advance, including pilot studies.

3. *The Braille Book Review* and/or *Talking Book Topics* should list the individually recorded titles, just as is now done for hand-transcribed Braille books in *The Braille Book Review.*

4. Some attention should be paid to the library needs of the partially sighted, e.g., materials should be made available in large type for the adult reader.

The regularly scheduled meeting of Group H was held Tuesday morning, July 9th, with over 100 in attendance, at which time the

speaker was Dr. Margery Mack, Social Science Consultant, Mental Health, United States Public Health Service, Chicago, who discussed the general problems of the aging and aged person in our Society, and the aged blind. In the discussion that followed, it was brought out that:

1. Book selection for the older age groups should cover the following fields of reading interest: Foods and nutrition; literature to keep them informed (*The Reader's Digest* is not enough); political economy; travel; current events; books of all kinds, including "how-to-do-it" materials; books people "have always wanted to read," but never got the time to before; Braille and Talking Book readers like the same reading materials, but older readers of both mediums prefer more of the classics.

2. Equipment to be used by the older age group should be designed for easy operation.

3. Library services should provide social contacts for the benefit of their older readers, e.g., an exploration should be made into the possibilities of getting older sighted volunteers to read to older blind people. This would not only occupy the older sighted, but would also help the older blind, since often there is a need of the actual physical presence of the reader as a socialization aspect.

4. Publishers for the blind should recognize their responsibility to the readers and should meet the reading interests of the older blind, e.g., should recognize that:

a. Most of the readers are too old to learn to read Braille.

b. There is a need for more periodical literature which are reprints of nationally circulated ink-print magazines, particularly on the Talking Book.

c. There is more need for Braille grade 2 than grade 1½, although grade 1½ and Moon materials are still needed for a number of readers.

d. There is a need for reading materials of an intellectual or serious nature.

e. There is a need for religious literature among the elderly.

f. Provisions should be made for reference services for the blind.

5. More could be done by local agencies in getting special materials recorded on tapes or through other direct-recording media, to meet individual desires and needs.

6. Since 80 per cent of our visually handicapped population is over 65 years of age, there is a great need of large type books for adults. (It was felt that this area might be explored by the AFB in its study of reading needs of the blind).

Questions were raised concerning equipment for Talking Books and other recording media. Mr. John Breuel of the A.F.B. stated that attempts were being made to simplify the pick-up for easier placement on the record. He also explained that an easier method of inserting needles than in many present Talking Book machines would be available on newer models. It was recommended by members of the group that an automatic stop at the end of records should be available, to which suggestion Mr. Breuel replied that a device for lifting the tone-arm automatically was available. Others suggested the adoption of automatic record changers, which is not now possible since the continuity of books goes from one side of a record to the other. Mr. Breuel reported that nothing is being done presently on 16-2/3 r.p.m. recordings, since developmental research is going on with 8-1/3 r.p.m. recordings, and it has been felt that, if a change is made, it might be possible to go to the longer-playing recordings on smaller records without going through intermediate steps. It was the consensus of all present that, if any major changes in the field of recording books for the blind is made, it should be done all at one time, not gradually, and be prepared for by a large stockpiling of recordings in advance.

Approval was expressed of the paper-back Braille novels, several of which have been produced by the A.P.H. for the Library of Congress, particularly because they are received by the reader quickly and in a fresh condition (not read by many before them), are easy to handle (particularly when travelling), and are short stories and articles. It was suggested that the page size be reduced to the standard book page size of 25 lines, 36 cells.

Mr. Robert S. Bray, the new Chief of the Division for the Blind of the Library of Con-

gress, was introduced to the group. In acknowledging the introduction, Mr. Bray expressed his awareness of the need for organization of librarians for the blind, more professional recognition for them in their local set-ups, and better communications between themselves and the Library of Congress. He stated that he had already obtained approval for a newsletter from the Library of Congress, and that, following the publication of the library survey, plans were being made for a national conference of librarians for the blind during the next year.

Mr. Donald G. Patterson, recently retired as Chief of the Division for the Blind of the Library of Congress, also spoke to the group of his continuing and permanent interest in work for the blind, and the library services in particular.

Following a calling of the role of members, by unanimous vote, the following were elected as officers of the Group for the next two years:

Chairman—R. W. Beath, Toronto, Ontario

Secretary—Alan T. Hunt, Los Angeles, California

Respectfully submitted,

MARJORIE S. HOOPER, Secretary

GROUP I

W. J. Strickland, Chairman

North Carolina Bureau of Employment for the Blind

North Carolina State Commission for the Blind, Raleigh, North Carolina

The meeting of Group I was held the morning of July 9th, in the Douglas Room of the LaSalle Hotel. The meeting was called to order by the Chairman, who welcomed the large audience of members and visitors.

William M. Cannon, Ph.D., Director of Psychological Services and Research, North Carolina State Commission for the Blind, presented a documented case history of a stand operator. Mr. Roy E. Jackson, Vending Stand Supervisor, Arkansas Enterprises for the Blind, presented a paper describing the "Need for Value of a Well-developed Training Program for Stand Operators." Mr. Walter Barrett, Employment Supervisor, New York Association for the Blind, presented a paper which described in detail "A Private Agency's Program for Independent Vending Stand Operators." (See pages 169, 177, and 179, for papers).

At the conclusion of the presentation of the prepared papers, an interesting, lively, and informative group discussion was held, questions being asked of the participants on the program.

At the election of officers for Group I, Mr. George C. Piper, Executive Director, Business Opportunities for the Blind, Chicago, Illinois, was elected Chairman for two years; and Mr. Douglas R. Strong, Ontario Manager, Independent Stands and Cafeteria Department, Canadian National Institute for the Blind, Toronto, Ontario, was elected Secretary for a two-year term.

It was the concensus of all in attendance that this meeting of Group I was one of the most interesting ever held by this section.

Respectfully submitted,

W. J. STRICKLAND, Chairman

MUSIC COMMITTEE

*Herbert C. Treneer, Chairman
Chairman, Music Committee, Canadian National Institute for the Blind
Toronto, Ontario

Your Standing Committee on Music held its general meeting in the Century Room of the LaSalle Hotel on Tuesday, July 9th, from 2:00-5:00 p.m. There were approximately 75 present.

Mr. Carl Mathes, who was to have presented one of the four papers comprising the program, and who had also consented to play a short piano recital, died a few weeks prior to the conference. To fill this gap, Miss Eve Welbourne of Denver, Colorado, presented a short paper in which she explained the methods which she employs in teaching the piano to handicapped children. Following this paper she gave a demonstration of her work through the medium of one of her pupils who a few months previous to her appearance had lost her sight due to a brain tumor. The other three papers were read as listed on our 1957 conference program. Ample time was allowed for the discussion of each paper. (See pages 184, 185, 188, and 190).

Following the general meeting, your Standing Committee on Music held its annual business meeting. During this session the following items of business were transacted:

1. The Minutes of the 1956 annual meeting were read and approved.

2. A tentative program was suggested for our general meeting at the 1958 A.A.W.B. Conference, which will be announced at a later date.

3. It was agreed that our A.A.W.B. Program Committee should be requested to arrange for the general meeting of the Standing Committee on Music to be held at a different hour than that of Group G, as four members of our Committee are also identified with this group.

4. It was agreed that our committee should urge the A.A.W.B. to invite Mr. J. Hiram Chappell, Consultant Specialist,, Service for the Blind, Office of Vocational Rehabilitation, Federal Department of Health, Education and Welfare, Washington, D. C., to address one of the general sessions of the 1958 A.A.W.B. Conference on the general topic of "Piano Tuning as Viewed by the Office of Vocational Rehabilitation."

5. The Chairman reported to the meeting that he had been corresponding with Mr. John Meldrum of Muskogee, Oklahoma, a member of our Committee, who was requested by the Music Section of the A.A.I.B. to endeavor to compile a register of blind professional musicians throughout the United States and Canada. It was agreed that, to maintain such a register on a permanent basis, would necessitate some organization possessing the necessary staff to eventually assume this responsibility. In view of the fact that the American Foundation for the Blind had been approached by our Committee on two occasions to undertake this project, and as no positive action has been taken by the Foundation, it was agreed that the Chairman should write Mr. Meldrum suggesting that the Music Section of the A.A.I.B. and the Standing Music Committee of the A.A.W.B. should jointly request the Louis Braille Music Institute of America, Inc., to undertake this task. The meeting then adjourned.

Respectfully submitted,

*HERBERT C. TRENEER, Chairman

*Visually handicapped.

RECREATION COMMITTEE

*Fuller R. Hale, Chairman
Executive Director, Social Center for the Blind
Seattle, Washington

The Recreation Committee met as scheduled in the Douglas Room on Tuesday afternoon, July 9th. The number in attendance was an expression of the continued interest in recreation and leisure-time activity in work with the blind.

The Chairman introduced the participants on the program. The first paper was presented by Mrs. Alice Olssen, Home Teacher from the state of Washington, representing the Western Conference of Teachers of the Adult Blind. Her paper was entitled "The Contribution of the Home Teacher in the Area of Leisure-time Activity." (See page 193).

Miss Millie Umahara of the Canadian Association of Home Teachers reported on the "Leisure-time Activities of the Blind in a Rural Area." (See page 195).

The Eastern Conference of Home Teachers was represented by Mrs. Ethel Connor speaking on "Leisure-time Activities" reported by the home teachers in her area. (See page 196).

A paper on the "Social Center for the Blind in Seattle, Washington," was presented by Fuller R. Hale, Executive Director of the Center. (See page 197).

A week-end camping experience conducted by the New York Guild for the Jewish Blind was shown in colored slides, with narration presented by Mr. and Mrs. Sid Saul.

A period of questions and answers followed with a free exchange of ideas.

The Chairman was directed by the group to secure as much information as possible outlining the various camp facilities for the blind. This information will be made available to as many people as possible through whatever resources available.

The Committee reelected its present Chairman to serve another term.

The meeting was adjourned until the A.A.W.B. convenes in Philadelphia.

Respectfully submitted,

*FULLER R. HALE, Chairman

*Visually handicapped.

GROUP MEETINGS PAPERS

GROUP A

THE PATHS OF EMPLOYMENT

*R. Earl Barrett, Executive Direcor
Pennsylvania Working Home for the Blind, Philadelphia, Pennsylvania

The earliest recorded service to the blind was rendered in the Fourth Century by St. Basil of Cappadocia, who established a hospital at Caesarea and provided guides for their travel.

From that time, until the end of the 18th Century, many concerned men and women did what they could to alleviate the condition of the blind. Their individual efforts guaranteed, for some blind, some shelter from privation, some effort to understand their needs and capabilities.

Apparently, the first concerted step was taken by Society in 1791 with the opening of the first school for the blind in Liverpool. It was founded at the insistance of Edward Rushton, a blind poet, and, in addition to academic studies, it taught basket-making as one of the trades. By 1930, the pioneer school had grown to house 210 pupils.

The earliest workshop appears to be the Scottish Asylum for the Industrious Blind, opened in 1793 as an adjunct to the Royal Blind Asylum and School in Edinburgh, established that same year. Its products included mattresses, sacks, rope, baskets, weaving and sewing. The institution, founded as the Society for the Relief of Indigent Blind by the Reverend David Johnston, had grown to serve 586 children and adults by 1930. Of these, 125 were in the elementary and secondary schools, 101 were technical students, 17 were employed in their homes, and 122 were employed in the workshop. The Royal Blind Asylum is still a unique example of a fully developed program of services. It recognizes the fact that education is a necessary step towards employment; today we know that every job begins in the classroom.

Between 1800 and 1850, a great many schools for the blind were established in every advanced country in the world. The first sheltered workshops came into being as "out-pupil departments" of these first schools, to give employment to worthy graduates. In the United States, both Perkins and Overbrook were forced to maintain workshops for adult graduates for many years, and, although both schools have now discontinued them, the one founded by Perkins can boast of nearly 100 years of continuous service—still the longest record in America.

In the first half of the 19th Century, accordingly, all employment for the blind, whether at home or in workshops, was under the aegis of the schools. This union of schools and workshops meant that employment was aimed primarily at the blind graduates of the school who had failed to obtain jobs commensurate with the education they had received. For the average man or woman who was stricken with blindness in adulthood, who had no education as a blind person, there was no job, no service — nothing but haphazard sympathy from Society which felt vaguely that "something must be done.'

*Visually handicapped.

It was not until 1854 that the first independent workshop for the blind was established in a London cellar by Elizabeth Gilbert and William Hanks Levy. Miss Gilbert's program began with seven blind men who were aided in making useful products in their own homes. The plan developed into the Incorporated Association for the General Welfare of the Blind, with premises in Bloomsbury. Chopped kindling wood, sold door-to-door from the willing backs of blind salesmen, was one of the earliest "blind-made" products.

In the next few years, a correspondence developed between Elizabeth Gilbert, the blind daughter of the Bishop of Chichester, and a Philadelphia schoolman, William Chapin, the distinguished Principal of Overbrook School for the Blind. Chapin spent the middle years of the Nineteenth Century demanding three things for the blind; first, printed books for the blind, free, if possible, or at a price they could afford; second, jobs for the blind; third, homes for the homeless blind.

In one of the letters that crossed the Atlantic between London and Philadelphia, Miss Gilbert wrote: "We have found from experience that whatever may be done for the blind, with the sole exception of religious training, it is rendered useless unless they be enabled to earn their own living."

Chapin's earnest oratory paved the way for an unusual and gifted pupil, a blinded Civil War veteran who, at the age of 34, entered Overbrook in 1863. Hinman Hall was described soon afterwards in the book, "The Education and Employment of the Blind," by Dr. T. R. Armitage, as a "tall, strongly built man, full of energy and love to his fellow-sufferers, and has evidently first-rate business capacity, with that kind of faith that can move mountains of difficulty and opposition."

In 1867, the graduate Hall set to work to fill the three great needs pointed out by Chapin. He first formed the National Association of Printing for the Blind in Philadelphia, and produced books and musical works in raised printing for free distribution. In 1871, he merged with the American Printing House for the Blind, bringing complete and incomplete volumes with him, plus $20,000 raised in the North. For the next thirty-four years, until his death in 1905, he served as the Sole Agent of the American Printing House. He and Chapin had much to do with shaping it in the form we know today; even after he left to organize the Pennsylvania Working Home, he still rendered valuable service to the Printing House in obtaining Federal and state aid and working with success for the franking privilege for all printing for the blind.

The Pennsylvania Working Home, founded in 1874, was Hall's solution to the second need pointed out by Chapin — jobs for the blind. He went on to provide homes for the blind and thus fill the three great needs pointed out by Chapin, but his enduring monument is to be seen in the many sheltered workshops that have been patterned after his Working Home, both here and abroad. The Working Home in turn can take pride in being patterned after Elizabeth Gilbert's workshop. It was natural that the practices of that pioneering woman should suffer a sea change, and more natural that American activities and thinking would add to the original findings. But what is truly remarkable is that the truth and principles of the first sheltered workshops in England and America should apply in full measure to the sheltered workshops of today.

Before Hinman Hall, there were just three occupations open to the blind: music, the ministry and "mooching." Today there are hundreds of occupations and about 85 "blind-made" products that mean a decent living to the working blind. These jobs and products stem from the brooms, brushes, mattresses, harnesses, rugs and "segars" that Hinman produced in Philadelphia, beginning in 1874. The term "Blind-Made Product" is now used in many countries but it is still owned and copyrighted by the Working Home.

Hall's workshop to train and employ the blind was established through private contributions by a small group of humanitarians during a serious business depression. There were no state or Federal funds available. Like many other organizations which grew big enough to fill the needs, the Working Home beginnings were small. In the life of human organizations there seems to be some kind of principle involved in this respect. Perkins began with a single student; Overbrook began in one room in a Philadelphia row house; and the giant Temple University shared its first single room with a religious group.

Hinman Hall began with six untrained blind workmen. Within ten years he was forced to find space for 123 residents and outside workmen. In 1884, America's first working blind produced 157,000 brooms, 13,000 brushes and 4,200 yards of carpeting. In that same year Dr. T. R. Armitage, the English physician who championed the Braille method successfully in many countries, wrote to Hall the night before he sailed home: "wishing you continued success in your work . . . I assure you that your workshop was the most interesting thing relating to the blind that I saw in America."

Inquiries came to Hall that year from New York, California, Ohio and Iowa, followed by visits from legislative committees. Foreign mail arrived from England, Ireland, Scotland and Australia. By 1887, Hall was able to report that the Industrial Home of Mechanical Trades for the Adult Blind had opened in Oakland, California. By 1890 Iowa had appropriated $40,000 and 50 acres of land for a sheltered workshop. Ohio already had a workshop in Columbus, and Illinois had its state workshop in operation by 1894. By December of 1894, the Brooklyn Industrial Home for Blind Men announced that 10 blind workmen had made 4,500 brooms, and a letter from the Charity Organization Society of New York reported progress in a similar movement.

Hall wrote in his annual report of 1894: "It is from no feeling of vanity that these facts are mentioned, but from a firm and honest belief that the best practical method of dealing with the question of indigent blind workers is that which our Home has maintained for the past twenty years. The most satisfactory testimony as to its success is that state after state is following in the same line and it has earned the approval of those in other countries who have longer experience as to the needs of the blind and best knowledge of the many failures in ministering to them."

In his search for "Blind-Made" products that would give his workmen a fair chance at self-respect through self-support, Hall tested many industries: bead-work, brooms, mattress-making, baskets, ropes, brushes, nets and tobacco. He thought of tea-tasting as a possibility, and suggested that a blind man or woman "of knowledge, energy and good address" might make a livelihood as a "massageur."

In all his searching, Hall was mindful of two problems that had to be solved if a sheltered workshop was to survive and serve its purpose. First, the standards of workmanship and delivery could not be violated. Second, the product must be sold in the open market, on its own merits, at competitive prices.

His report for 1893 states: " . . . our object is to form an active and expert workman and our workshop is conducted on exactly the same principles as any other business establishment. The discipline must be firm and the standard of quality high. Wages should be paid on the same basis as elsewhere at the same trades and such trades selected as experience shows best.

"This, in a few words, expresses the value of a house of industry for the blind and employment for the unemployed in their double affliction."

On the subject of conducting a sheltered workshop for the blind at a profit, there was no doubt as to Hall's opinion. Between 1880 and 1886, he gave space to the matter in his annual reports: "Much is said by all workers among the blind as to workshops becoming self-sustaining . . . The problem is an easy one to solve . . .

"There are only two ways in which a [sheltered workshop] can be conducted: one is the strictly business way of selecting and retaining only the best workmen, when by keeping expenses down the shop can be made self-supporting. It must cut off all learners—all who cannot earn the higher wages—and retain only those who are rapid and skillful workers, leaving all others to 'go to the wall.' This would pare off all its benevolent nature and reduce it to the strictest calculation of dollars and cents. The community is hardly prepared for this.

"The other is the humanitarian method of doing the greatest good for the greatest number, leaving the doors open for admission and departure, and accepting the financial loss as the cost of our humanity. Among those who can earn less than 100 per cent of their living are found many honest, willing workers who are glad to do all they can. Because there are many more of this group than the few who are self-sustaining, they always throw a

deficiency on our hands to be met in some way. For us to concentrate on the most skillful workers is to withhold our services from those who need it most.

"The trade that is best for the blind as a whole must be one in which the majority of the blind can make their living and the lowest grade of workers can learn and practice. It must be for a staple article, something in constant and general demand. To put a blind man or woman at making bead-work is purely waste of time."

When it came to disposing of his "Blind-Made" products, in 1893, Hall was firm. "It will not do," he added, "to depend upon sympathy or pity, nor to turn out an inferior piece of work and claim exemption on the score of infirmity. The laws of the business world are stern and the merchant, who today signs a check as a donation to some institution, will tomorrow refuse to purchase the product of that same institution, on the ground of inferior workmanship."

In summing up the significance and philosophy of the new industrial movement among the blind, Hall was equally incisive. In 1882, Philadelphia County was spending 62½c a day to keep indigent blind men in the county poorhouse. Comparing this figure with the lower cost of subsidizing the Working Home, Hall said: "It is the poorest possible economy to pay more for keeping a man idle than it would cost to keep him at work.

"Fifty years ago the predecessors of today's blind workers would be found begging by the wayside or napping on the sunny side of the poorhouse yard or possibly gathered into some retreat to spend their days in wasteful nothingness.

"Yet this change in the material and physical condition of the blind expresses only half its value. The blind worker has become a moral and intellectual being and he understands his relation to the community as a citizen. His aim is self-support, inspired by his self-respect.

"Employment to a blind person means contentment and comparitive happiness; so that to give to each one as much as he can do, be that much or little, is the wisest course. It has always been, and must continue to be, our aim to divest from our work every tendency to pauperization, the whole program of sheltered workshops for the blind being to elevate to a level above the feeling of dependency."

In Article II of the Working Home's Charter, the objective is stated as "the organization of Workshops and a Home for homeless Blind Mechanics, teaching useful trades to Blind Men, giving employment also to those Blind Men who have homes, and the selling of the manufactures of the Corporation for its benefit and advantage."

Article II of the Constitution of the Working Home reads: "It shall be supported by donations, by legacies; by inmates and their friends; by annual subscriptions; and by such other aids as may be available for its charitable objects."

With these stated objectives and responsibities, and with the spelling out of the ways and means of achieving them, neither Hinman Hall nor any of his successors has been under pressure to conduct the Working Home at a profit.

The search for new industries and new products which will give man-hours of employment to the blind is still going on. We will keep on looking in the certainty that whatever the job may be, it is suitable if it gives dignity and self-respect to the blind man or woman. Like Hinman Hall, we believe that while there may be menial people, there is no such thing as a menial job if it will enable a blind man and his family to live a decent life.

Of all the organizations set up by Society to help the blind, the school and the workshop have shown the greatest progress. While homes, retreats, asylums and relief associations are providing essentially the same services today that they were in 1874, the workshop has advanced in many directions. The value of the sheltered workshop in the life of the blind is as great today as it was 83 years ago. By itself it renders a major service—the greatest single service to the blind in our opinion. In addition, it serves as the hub for a host of other dynamic activities: prevention of blindness, rehabilitation of men and women, recreation services, home teaching and social services. These things are vital to the blind and to the community, but as isolated services they have found it difficult to survive. The bustling factory for the blind serves as a center of gravity around which these other services, now

recognized as essential, may be gathered and where they may prosper. Not even our distinguished schools for blind children, with their splendid record and experience, can boast of progress and pioneering to surpass that of the sheltered workshop.

The significance of the Wagner-O'Day Act in the life of the blind is beyond calculation. All of us in this work must express our admiration and gratitude for the enlightened legislation which sends "Blind-Made" products flowing steadily to the Federal services. It has already been described as one of the major forces in the life of the blind today, setting standards and criteria for all our work. Possibly one of its more important qualities is that it has set an example for the various states and communities to follow. The potential growth in services that can be made possible by "Little Wagner-O'Day Acts" in 48 states and in hundreds of cities cannot be estimated. We know it is enormous, and, if the opportunity can be properly exploited, we can foresee a movement that will be as significant to the well-being of blind men and women as was Hinman Hall's workshop that pointed out the paths of employment in 1874.

The abiding principles that govern the operations of a sheltered workshop for the blind will not change today or tomorrow. We feel that those principles could not be put in better words than the ones used by the founder of America's first sheltered workshop for any handicapped group. The philosophy of Hinman Hall is still the philosophy of the Pennsylvania Working Home for the Blind. It will not be changed until the principles change.

THE ADJUSTMENT CENTER—GATEWAY TO INDIVIDUAL ENTERPRISE

*Roy Kumpe, Managing Director
Arkansas Enterprises for the Blind, Little Rock, Arkansas

In order to develop this subject, it appears to me that we should: (1) define an adjustment center; (2) see who is served by one; and (3) determine how it is accomplished or leads to individual enterprises. In other words, "what, who, and how".

The movement for adjustment centers for the civilian blind grew out of the experience of the Army and Navy providing adjustment services for the blinded service men. The Army's program was conducted at the Old Farms Convalescence Hospital, Avon, Connecticut, and the Navy's program at the Navy Hospital in Philadelphia. As in many new movements or enterprises, it is sometimes difficult to name them. For example, the first Center opened by the North Carolina Commission was called The Pre-Conditioning Center for the Blind. The second one, in Little Rock, was called the Pre-vocational Adjustment Center for the Blind. Florida started one soon after the one in Little Rock and it was known as the Diagnostic and Adjustment Center. I believe that the Center opened in Topeka was the first one know as a "Rehabilitation Center." In Louisville, Kentucky, in 1952, at the A.A.W.B. Convention, the Committee on Adjustment Centers debated a long time as to whether these centers should be known as adjustment centers or rehabilitation centers. Finally, it seemed to be the majority's opinion that the word, "rehabilitation" would be more descriptive than "adjustment." Since then, most of the centers have adopted the word "rehabilitation." For example, in Arkan-

*Visually handicapped.

sas we changed the name of our center to the "Southwest Rehabilitation Center for the Blind," which also suggests that most centers are set up to serve on a regional area regardless of whether they are financed as state or volunteer agencies.

In February, 1956, a Seminar on Rehabilitation Centers was conducted in New Orleans under the joint sponsorship of the American Foundation for the Blind and the Office of Vocational Rehabilitation of the Department of Health, Education and Welfare. All rehabilitation centers then in existence were presented at this seminar, along with other specialists from the field of psychology, psychiatry, ophthalmology, social work, and hospital administrators. For the purpose of definition and basic concepts of a rehabilitation center, may I give you the following quotes from the report of this seminar:

"A rehabilitation center for blind persons is a facility utilized by those serving blind persons for the specific purpose of assisting blind persons to meet their individual reorganization needs through multi-disciplinary collaboration. Eligibility for these services need not be limited to those with remunerative employment potential."[1]

"A goal of rehabilitation centers is to bring the trainee to the point at which he is competent to make a decision regarding his future employment."[2]

Now that we have gotten some understanding of what a rehabilitation center is and its goals, let us see who is served by one.

I believe that we can best illustrate by resorting to some definite examples from various walks of life. These are real case histories, but I shall only use initials. W. O., age 24, married, was a third year student in electrical engineering at the University of Tennessee when he lost his sight as a result of detached retinas. As a result of good counseling on the part of the rehabilitation counselor with the client and his wife and other members of the family, he came to the Southwest Rehabilitation Center in Little Rock. After learning the basic skills of orientation and techniques of travel, he began to seek information for a vocational goal. With the assistance of the staff psychologist-counselor, he first thought of training to become a placement counselor for the blind. While the aptitude test indicated that he could succeed in this profession, because of family ties, he did not want to travel, so then he began to explore possibilities of work where he could stay in his own small town. As part of his training, he visited with successful blind people in many types of professions and business enterprises. As a result of this experience, he began to consider setting up a fire and casualty insurance agency. Again, with the assistance of the rehabilitation counselor, he received further training in this field after leaving the Center. He is now well-established in his own business. Recently we heard from him that, while his wife had been assisting him as secretary, he was employing another secretary because his wife's time would be taken up rearing their newly arrived daughter.

O. S., age 43, married and one dependent, was employed as a blacksmith in oil fields when he lost his sight from glaucoma. The family was living on a small farm in the foothills of the Ozarks when he was referred to the Center. He had been blinded about seven years when he was referred to the Center. Again, through the diagnostic and orientation services at the Center, he regained his confidence to the point that he began to seriously explore possibilities for employment. The hand tools and power equipment in the woodworking shop proved to be of special interest to him because it was related to his previous training and experience as a blacksmith. While he would have been a successful placee in industrial employment, he preferred to return to his farm and set up his own woodworking shop. He has now expanded this to buying and refinishing antique furniture and is self-supporting.

L. D., age 23, married and mother of two small daughters, lost her sight due to a brain tumor. Again, in this case, it took a skillful counselor to get the client and family to agree for her to go to a rehabilitation center. If the husband seemed to be too eager, the client would interpret it as a form of rejection, but if he were not agreeable with the idea, she would then interpret it as a lack of confidence in her ability to function as a wife, mother, and homemaker. It took all the disciplinaries of the team to assist this young lady to regain sufficient confidence to want to live and acquire the skills to assist her to function in the role

of a homemaker as a blind person. In this case, it seemed to be the social and recreational program that first began to arouse her interest to function as a normal individual. By building on this interest, she seemed to begin to accept the idea that she could sew for her little girls. However, it took a six months' course before she was finally convinced that she could achieve independent foot travel to the extent that she could even master the technique of grocery shopping and other errands that would take her outside the home. In order to rebuild the confidence of the young husband and father in her ability, it was arranged for him to visit the Center several times during her training and participate in the recreational program. It was also arranged for him to make social visits in the home of a blind mother who was keeping house and rearing children. During the past five years, the staff has heard from her periodically about her experiences in homemaking, such as planning birthday parties, etc. The latest communication announced the birth of a son with a P.S., "I am taking care of him, too."

B. G., age 19, had just finished high school and gone to work in the construction industry when he lost his sight from detached retinas. He returned to his parents' home where he completely withdrew from all activities and social intercourse. It was only through the interest of members of the Lions Club that he even agreed to see a rehabilitation counselor. Finally he agreed to accept training at the Rehabilitation Center. Soon he began to regain his confidence and participated in social activities again. The tests administered by the psychologist indicated that he had the ability and aptitude to go into professional work, and thus was recommended for college training. While at the Center it was also arranged for him to take a Dale Carnegie Course in Effective Speaking and Human Relations. He had regained his confidence to the point that when he entered college he was elected President of his freshman and sophomore classes. In his senior year, he served as Vice-President of the student body and received the honor of Outstanding Male Student of the Year. In addition to his B.A. degree from college, he has completed the professional training course at the Industrial Home for the Blind and has now begun his career as a staff member of the Southwest Rehabilitation Center for the Blind.

It doesn't seem that these examples would be complete without having one who is just going into retirement. Under the great American economy, the problem of leisure time or retirement is just as important as an employment goal, which is a means to retirement. G. P., age 62, widow, registered nurse, was blinded by cataracts plus complications of glaucoma. This individual had always lead a very active and full life in her profession of nursing with the avocation or hobby of travel and antiques. Since she was a very self-sufficient individual, blindness proved to be a rather severe problem psychologically, socially, as well as vocationally. This client first heard of the Center through her nursing association. After very careful consideration by the Rehabilitation Agency, due to her age, as well as employability, she was referred to the Center for adjustment training. After six months' training at the Center she began to accept the limitations of blindness, but soon learned that she could still travel and resume her avocation of buying and selling antiques. She is now keeping her own house in a small town in Missouri and leading a very active life through participation in clubs like D.A.R. and keeping up a lively correspondence with friends throughout the country. She has even written and sold one article to a nursing journal.

I do not think this paper would be complete without a few words about how the Center works toward assisting blind persons to make this adjustment. In order to do that I am referring again to the "Report of the Seminar of Rehabilitation Centers for Blind Persons." The Committee that worked on the training program of the center finally agreed that the trainees in the rehabilitation center would fall in three categories. Namely: (1) congenitally blind, (2) adventitiously blinded, and (3) the partially sighted. While any training program of a center must be flexible enough to meet the needs of the individual, some programs are broad enough to include all three of these categories at one time. There is one center which only accepts the adventitiously blinded, that is St. Paul's Rehabilitation Center for the Blind, Newton, Massachusetts. But regardless of the differ-

ent categories accepted, there were listed 28 specific services rendered to trainees, or clients, in a rehabilitation center. In order to conserve space we might generally classify all services in the training program as (1) diagnostic, (2) group psycho-therapy, and (3) training in basic skills, such as techniques of travel, daily demands of living, manual dexterity, etc. The Seminar concluded that the center should consist of a physical plant separate from the over-all agency and staffed with trained personnel to give sufficient individual attention to blinded persons which would assist them in making the psychological, social and vocational adjustment to the loss of sight. For example, I quote again from the report as to the staff needed or recommended for a center set up to serve 20 persons:

"Administrator (1) .....Full-time
Social case worker (1).....Full-time
Clinical psychologist (1).....Full-time
Vocational counselor (1).....Quarter-time
Prevocational instructor (2).....Full-time
Orientor (2) .....Full-time
Physician (1) .....Half day per week
Psychiatrist (1) .....One day per week
Occupational therapist (1).....Full-time
Home economist (1).....Full-time
Nurse .....One hour per day
Recreation director (1).....Half-time
Physical education
instructor (1) .....Half-time
Secretary (1) .....Full-time
Clerk typist (2).....Full-time
Bookkeeper .....Half day per week
Maintenance man (1).....Full-time
Cook (1) .....Full-time
Dormitory supervisor (1).....Full-time
Maid (1½) .....Full-time
Communications instructor (2)..Full-time
Instructor—
multifunctional (2) .....Full-time"

Now, from this list of the staff, it can be readily seen that the great advantage to a blind person being sent to a rehabilitation center is that they have the benefit of the group therapy, as well as the specialists in the fields of psychiatry, psychology, social work, vocational counseling, the pre-vocational workers in the form of orientors (travel instructors) and other specialists.

SUMMARY: In the past 10 years, the experience and history of the rehabilitation centers have definitely proven to be gateways, not only to individual enterprises for thousands of blind persons, but also to a fuller and richer life for many blind persons. In fact, it has been demonstrated that a well-organized training program in a rehabilitation center can be the gateway for all employment, as well as retirement for every newly blinded adult. It makes no difference as to whether they are planning to go into individual enterprises, sheltered workshop, vending stand program, or back to school in preparation for professions. In fact, we who have had experience in work with the blind in the vending stand programs, placements, and supervising professional blind workers, feel that the center has become the first gateway on the road back after the final report of the ophthalmologist.

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(1) Basic Concepts of the Seminar:

"4. That such a rehabilitation center exists in order to bring the trainee into a temporary environment, either residential or non-residential, in order that at the end of a period of time he may return to his community in better control of himself and of his environment.

"5. That the social climate provided by the staff of such a center is a fundamental aspect of the rehabilitation process, especially important in effecting attitudinal change, not alone on the part of the trainee, but also of his family and of the community into which the trainee will proceed when his reorganization period is completed.

"6. That, ideally, a rehabilitation center for blind persons be a self-contained unit, physically separate and set apart from other structures. In addition, that such a center, if a part of an agency, be a separate program unit thereof with specific responsibilities delegated to it and with the accompanying authority necessary to discharge such responsibilities.

"7. That a major goal of rehabilitation centers for vocational rehabilitation clients be to bring the trainee to the point at which he is competent to make a decision regarding his future employment.

"8. That the establishment of such a rehabilitation center for blind persons be predicated upon thoroughly investigated, justified need as revealed through sound, cooperative community planning.

"9. That a rehabilitation center for blind persons be located in an area in which ancillary services, particularly consultant services of a professional nature, be readily available.

"10. That it be constantly remembered that, while utilization of the best knowledge and skill is necessarily expensive, this cost is not excessive when measured against its fundamental significance in the rehabilitation process and its end product—the return of a person to his rightful place as a contributing member of his community."

(2) Assumptions:

"1. A rehabilitation center exists in order to bring the trainee into a temporary environment, either residential or non-residential, in order that at the end of a period of time he may return to his community in better control of himself and of his environment.

"2. Included in the program of a center must be the two-fold goal of removing any stigma which the trainee may bear because of his blindness and also any feeling on his part that he is so stigmatized.

"3. A primary purpose of the program must be to effect an attitudinal change not alone on the part of the trainee, but also of his family and of the community into which he will proceed when his training period is completed. Such an attitudinal change, whether on the part of the trainee or those close to him, requires evaluation by the center followed by a program of action designed to bring about a desirable attitudinal change—action not only in the realm of intellectual information, but also any information and experience in those areas of the emotions where so much of attitude is to be found.

"4. A goal of the center must be to give the trainee the most positive and realistic evaluation of himself—of his basic strengths and weaknesses—particularly in the situation in which he finds himself. But this does not encompass the total center program. For, in addition to effecting the psychological-attitudinal sphere, the center must provide both the information and the skills which will enable the trainee to function with a maximum of competence and confidence upon his discharge."

THE TRAINING CENTER—MULTI-LANE HIGHWAY

*Mark A. Shoesmith, Manager

Adult Training Center, Alamogordo, New Mexico

We are discussing this evening the differences of approach of the various agencies to the challenge: How can we best serve the blind in all their needs?

I do not believe there is a single approach which by itself can provide satisfactory results for every blind person. A single approach seems impossible, to me, even if every agency were dedicated to total service to all the blind in their area who might need assistance in finding their place in their social setting. Undoubtedly the economic factor is of major importance, but I cannot agree with the idea that solving the economic problems of our blind, solves all. Rather, we must recognize and accept the blind individual's needs as *he* understands them, and, as such, as an outgrowth of his cultural background. I believe we must make every possible effort to meet these needs and desires, whenever they are acceptable goals in the individual's rehabilitation, if we are to help him become a happy, poised, well-adjusted individual. To clarify the needs of a blind person, let us think of him first as an individual. Secondly, we may consider the special needs concurrent with a visual handicap. We find that the two types of needs overlap, that through training in special methods we prepare the individual to realize the desires, and meet the needs of any individual, handicapped or otherwise. For one, this may mean an activity which occupies his time without regard to economic gain; for another, a happy home life for his family. Still another may require professional training for a career to achieve his goals. There is also the person who wishes to be completely independent of an employer. Considering the great variation in interests and abilities of individuals—blind

*Visually handicapped.

as well as sighted—it would seem that the agency must be prepared to meet these needs to some degree, if it is to fulfill its obligation to its people.

As an example of training of a non-economic type, let us touch briefly on the prosaic but vital needs in family living. Many of our women need special assistance in homemaking; such ordinary tasks as care of clothing, cooking, child care, home-decorating and just plain housecleaning are difficult or impossible for most newly blind women or for those who did not receive such training in school or at home. And what about the man of the family? Home-maintenance training prepares him for home carpentry, electrical and plumbing repair, and yard work. Prosaic tasks, yes, but necessary to the smooth running of family life. Surely, everyone will agree that the woman who is a competent homemaker is doing a wonderful, age-honored job. The man, too, wishes to take his place among his friends and neighbors in maintaining his home capably. Perhaps no other training offered provides any greater satisfaction to blind men and women. A case comes to mind that illustrates this point, that of a young man I shall call John.

While waiting for outside placement, John continues to work at the Center. His wife is partially sighted, they have five children and live in a Government housing area. The homes in this project are quite attractive and rules are established to keep them that way; thus, John's training was put to test when he moved there. However, his home, both the inside and the grounds around it, is kept up as well or better than those of his neighbors. A shy, lonely boy before his marriage, he loves his family perhaps more than the average person, and takes great pride in the care of his home.

Before the last baby arrived we found him scrubbing the kitchen and woodwork with disinfectant. A little smelly perhaps, but clean! He was embarrassed but also amused to learn that the men in the neighborhood were being chided by their wives, "If John can keep his place looking so nice, you can, too, for heaven's sake!" Sometimes, knowing a trainee's needs and desires, we must ask him to take training which he may at first resent. This is, of course, particularly true of the newly blind who are having such a great adjustment to make.

We have a case at present whom I shall call Mrs. Smith. Age fifty-seven, a widow, and until onset of blindness last fall, quite independent, Mrs. Smith wanted training for a job only. Having worked with the public as a waitress for years she is an excellent candidate for our stand program. However, we have learned that she wishes to have her own apartment, do her own cooking and be independent of guides. We learned that she used to enjoy reading, carrying on correspondence with friends, walking, and other activities which she had simply ruled out as impossible. She was immediately interested in taking charge of our candy and coke counter during coffee break, but reluctantly went along with our plan which included Braille, typing, handwork and foot travel. As she gained confidence and found she could apply her new knowledge to everyday living, she has come to enjoy her training. She absolutely refused to learn anything about cooking, however. Recently she was asked to come to the Center to help with preparation of sandwiches as a special favor. She could not graciously decline. At first she apologized for being so messy but her supervisor assured her, "Never mind, just so we have them finished before our guests arrive." She put the coffee on the burner and lit it—something she had vowed she would never do. When everything was in readiness she gave a great sigh, commenting, "Well, it's good to know I can still do a few of the things that I used to!" Her supervisor agreed and still feigning urgency said that, since it was too warm to enjoy walking, she would drive her home in the few minutes left before the guests arrived. We hope she never learns that no one was due for an hour or so! In any event, we have paved the way toward training in special methods in cooking.

The newly blind and the aged blind have many such needs to make their lives, not only more successful in terms of economy, but more satisfying to themselves. Actually much of this training has an economic value as well, for the hiring of services in the care of the

home, cleaning and laundry bills, trips to the beauty parlors, restaurant or board expenses as compared to homecooking, all these amount to a pretty penny in any man's budget.

It is essential that there be production in any adult training program to provide training leading to direct income. I believe that this production should be a means to an eventual *separation from the agency,* rather than a means to *greater production by the agency.* Counseling must therefore be continued in many cases, even though the trainee is placed in a production unit.

It has been said by many visitors to our Center that ours is the best appearing blind group they have ever seen. This comment is a great compliment to our program since their apperance is the result of training, which of course includes posture and grooming, and also persistently works on the development of pleasant personality. For the most part, our people are from homes and communities considered primitive when judged by metropolitan standards. It is no mere accident that they present a favorable appearance; it is the result of months and sometimes years of training. I am convinced that this type of training is essential to the welfare of our people, and that industrial employment, individual enterprise, professional or trade employment are feasible only when our blind receive this basic preparation.

If there is a difference of approach among the agencies, it seems to me it is simply a difference in emphasis. We regard our agency, first, as an educational unit for the adult blind and, second, as a production center providing opportunity employment for training and stand-by subsistence until the time is right for their separation from the agency. Another agency may emphasize industrial employment or business enterprise with a view toward providing permanent employment — services very much needed by our people. However, these programs can serve only the limited few, for there are vast numbers who cannot or do not wish to participate in them.

In any geographical area of the world there is surely no one activity that will meet all the needs of the blind, and in serving only one segment of our blind we overlook an obligation to our financial supporters, be they donators or taxpayers, to serve the blind who wish to avail themselves of our services. Those who cannot measurably benefit from an agency's program may have to withdraw; but they should have the opportunity of proving themselves in a work situation rather than relying entirely on testing programs as a basis for acceptance or rejection.

How many lanes should our highways have? In the early days of automotive travel, single lane roads were adequate; however, as traffic increased, it became necessary to provide additional lanes to properly accommodate a great variety of models. Fast lanes were needed for high-powered, efficient models that could arrive at their destinations quickly and with a minimum of interference from the slow moving cars. Many "jalopies" could not travel our modern highways if they were not provided a lane consistent with their ability to travel. The analogy between our work and highway design can be carried further by reference to cross-overs to permit entering and leaving the main highway; the cloverleaf for speedy change of highways for different destinations; and parking areas for temporary secession of travel for one reason or another. It seems to me that the "jalopies" on the highways of our work should be given a chance. They may have defective motors, poor transmissions or slipping clutch, yet they should be permitted to travel. All the assistance which we may be able to give them may be less than enough, and they may have to submit to a permanent parking area, but let's give them the special services which will keep them in running condition as long as possible.

Certainly, if we look at our agencies in their entirety, we find that they are to some degree a multi-lane highway leading to the goals desired by our people, having training programs, special services, placement, private enterprise, retirement and most other services necessary to the welfare of the blind. I believe that we all are concerned with total services in our programs and, although our approach may be different, our goals are the same: Total service to all of the blind.

THE INDUSTRIAL WORKSHOP—DESTINATION UNLIMITED

Carl E. Olsen, Manager, Lighthouse Industries
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and
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I. Introduction

In the extensive array of literature about the blind or in conference papers and discussions, there is no phrase which is more likely to set off a good, lively argument than the words "Workshop for the Blind." It has been a bone of contention since our pioneer days because two philosophies are constantly in conflict, neither one of which can entirely submerge the other. Perhaps neither extreme is the complete answer. One philosophy is that terminal employment is the objective, the other that the shop should be only a stepping-stone for training and ultimate placement elsewhere. We are limiting our discussion today to a workshop where blind persons who so choose are provided decent work opportunities, where man (although severely handicapped) may labor and earn his bread. We are not considering the highly subsidized and sometimes inadequately operated sheltered workshops.

With the impact of the Vocational Rehabilitation Services — Federal and State — and with the opening of doors, formerly closed, to the blind and other handicapped people in industrial plants and in business, there is a greater number of sightless men and women than ever before working satisfactorily in this new world. Some alert agencies can keep fully and usefully engaged in such varied services as the adjustment of the newly blinded, vocationally training institutes (substantially reimbursed through V.R.S. funds) and day centers for therapeutic and recreational types of occupation. But would some agencies be completely fulfilling their obligation to the blind as well as to their supporters, especially in metropolitan areas, unless they also provide continuous and remunerative employment? Our experience makes us think otherwise. What then is lacking? We will not equivocate. Our answer is "The Production Shop."

II. The Early Beginnings and Need

Fifty years ago, most blind people were not gainfully employed. In fact, very few blind people were gainfully employed. Nor were there many other services, other than the residential schools for children, which were essentially educational. Much has been written and said of the early beginnings of the workshops; no need of repetition here. But it should be said that through the shops it was proven that the blind could become skilled craftsmen, could be given work responsibility, could carry on arduous and exacting job performances. And is it not true that the private agencies depended on their shop programs as an "A No. 1" example, Light Through Work motivation, to publicize their work, to enlist the aid of philanthropy in their behalf? Even more important, such industrial enterprises for the blind have helped to stimulate the interest and support (often resulting in Board membership) of successful industrialists whose practical and keen business minds have been so greatly needed. We concede without question that the best of

the few shops then functioning did not provide even a meager living, and most blind workers were subsidized. Even so, those thus employed had some sense of accomplishment, some satisfaction in their jobs. Before 1929, few wages were good, the majority minimum —but blind people were working. During World War I, some isolated factory assembly work became available to the blind. Beside newsstand operation and piano-tuning, there was little other regular and remunerative employment for a blind man. There was little pre-training. It was on-the-job training at the shops, and surprisingly good training it was. Came the depression and the struggle to keep the shops going and the survival of the shops finally through the 1938 Wagner-O'Day Act and the magnificent impetus given by the N.I.B.

III. Growth and Expansion Years of Voluntary and Official Agencies and Relation to the Workshop

With the tremendous advances in social work in the past twenty years, and the attempt to apply to work for the blind the newer professional theories and techniques, came new concepts into our field. There was questioning of motives and philosophy of our shop policies and, during World War II, gradual shift of blind workers from the shops to outside factories. Any shop which attempted to hold its workers was condemned and accused of "coercing" the blind, even though the newer opportunities were not of a permanent nature and the shops themselves had War contracts. The end of the War again brought about expansion of the shops, but the break had been made, the public was becoming more educated to the needs of the blind, and the blind themselves, with the veterans spearheading their demands, sought more advantageous and diversified manners of employment. The beginning of the Vocational Rehabilitation Services intensified all this, with available Government funds, with trained counselors and placement officers. No longer were the shops given preference as placement objectives for the better qualified workers—even those with mechanical and manual ability. It was considered more desirable that such blind workers be placed in outside factories. The contention of some workers in our field, the newcomers as well as some of the old-timers, was that the sheltered workshop had ceased to be a facility where production was a prime factor; that it should now function rather exclusively as a training center, with the intent to place the most capable in outside industry, with the shop geared to meet the special needs of the less capable, the incapacitated and the elderly. This was the theory—how many shops actually conformed has not been determined. We think most shops have wisely steered a middle course.

Distressed by the difficulty of selling their products, except at a loss, or stimulated by a desire to avoid the heavy demands for working capital for providing inventory of raw materials, or by the conviction that many less gifted blind workers can be trained more easily to perform assembly-line work, some industrial workshops have developed a substantial amount of "contract" work, reducing their production of manufactured goods accordingly. We shall not attempt a discussion of the advantages and disadvantages of "contract" work, hoping that at a future A.A.W.B. meeting this may have the fullest possible discussion.

IV. The Relationship of a Self-Sustaining Workshop to the Whole Service Agency

To illustrate the function of a self-sustaining workshop, as conducted by The Lighthouse, we note briefly that the Training Division of the Department of Direct Services of the New York Association for the Blind, where, in 1956, 117 men and women were given prevocational training, is physically separated from the Lighthouse Industries (Workshop for the Blind) which is decentralized, and in all but the broadest policies and financial backing, operating independently of the mother agency. The Training Division is one of 29 services of our agency. There is, however, an ever-present bond with our Industries, and close coordination through our liaison training and placement workers so that the blind may be given the ultimate in services. The Training Division is utilized for special training in projects under sponsorship of the Lighthouse Industries; the Industries are used in some instances for interim period

employment when outside placement is contemplated, or as a permanent placement objective, depending upon the individual needs. We have no hard and fast rules and are flexible in our procedures and policies. We desire only the best placement for the blind person, and oftentimes the best placement is in our shop.

V. The Shop—Considered as a Permanent Employment Objective

Now let us briefly review the advantages to any blind person employed in the Lighthouse Industries. He is assured of a steady job, vacations with sick leave, a good chance of advancement; he is not pitied or treated as an "outsider"; has desirable working conditions, fringe benefits including insurance, hospitalization, pension; a relaxed feeling and ease that he is understood; he expends less nervous energy to "keep up"; he has a feeling of security for the future; the management is personally interested and concerned about him and his job, and certain concessions are made in his behalf (yes, this is done and admitted); he has the comforting and sustaining mental attitude that his fellow-workers are similarly handicapped, and the good fellowship of being with those having similar interests, and the fact that he is working at the Lighthouse Inudstries is a matter of personal preference. The disadvantages as others may see them might be a feeling of an "end"; the natural jealousies and pettiness sometimes more accentuated in a shop; fewer sighted people encountered in one's daily working hours; perhaps the feeling of not being a part of the "normal world"—this might especially affect one with partial vision; that he is different,"—(however, in a good industrial workshop, after a time excellent adjustments have been made and these attitudes forgotten). Now let us compare these differences with employment in a "sighted" factory. Nowadays there are the usual advantages of health and insurance benefits in many places, and the blind man is eligible for all as a fellow-worker. Some blind people need to feel the satisfaction that they work alongside sighted persons. On the other hand, he may never feel quite secure in times of business depression or factory reorganization because of lay-off and seasonal work; and management is not necessarily dedicated to his employment. Also, unless he is exceptionally capable and aggressive, he has problems of competing, of meeting minimum production quotas established on basis of vision, and he may feel he is being tolerated just because he is handicapped. Also, his chances of promotion and advancement are negligible and in some instances non-existent.

VI. Additional Advantages of a Production Shop

Why do some of our fellow-workers emphasize the desirability of placement "on the outside" and speak with less respect and understanding of the workshop which strives to operate on a business basis? By contrast, our blind employees can and do take a just pride in their accomplishments. We asked some of our blind workers how they felt abuot their employment in the Lighthouse Industries where the manufacture of a "Quality Line" is involved and the products have acquired a high reputation. Their answer was that they thought their work was "important." Isn't doing something important the crux of the whole rehabilitation motive? (For the year 1956, the average weekly wage was $53.26 plus $8.93 in fringe benefits for *men,* and $44.32 plus $7.43 in fringe benefits for *women,* with no certificate of exemption required since we meet the $1.00 minimum wage.) We would like to emphasize the psychological effect upon its blind employees when the workshop attains financial independence. Is this not a great and real morale booster? They *know* that their products are good enough and represent enough value to pay their own way. Here we have incentive to work, the gratification of a job done competently and all that entails, rather than the atmosphere of a highly subsidized shop with its implication of sub-standard workers supported on a charity basis.

Since employment in this type workshop is "terminal" for most blind workers, even in those agencies most strongly recommending "moving out into industry," the employment offered should be of the highest possible caliber. The more severely handicapped who fall into this category are in need of

rehabilitation even more than those who are ready and suitable for outside placement. We strongly feel that the quality of a shop should not be sacrificed for the few especially qualified workers who want outside work. On the other hand, those capable workers who choose to remain in the production shop, do so of their own free will, because they feel "important" and necessary in their jobs. And necessary they are because, through their efforts and better skills, we are enabled to provide other good jobs and opportunities to those who need them. Surely, aren't capable blind persons who are doing important work in a shop equally as essential to the agency program as blind persons on the staff in administrative capacities?

VII. Lighthouse Industries Policies

We raise the question, which applies to any kind of shop: What about production schedules which must be met regardless of whether a product or assembly work is concerned, and how can customers be retained if orders are not filled on time? Here again, we must be concerned with the majority of blind persons in workshops who are entirely dependent on the shop. We believe it is a greater wrong to deprive the least fortunate of such opportunities than to retain a more capable person in the workshop. Frequently, the statement has been made that the more capable blind should be moved out in order to make room for others. In our case, the employment of capable blind persons has enabled us to provide more jobs for those who would otherwise be unemployed. One job requiring skill carries with it other jobs requiring little or no skills. Without the first, it would be most difficult to have the others. Thus, when the shop prospers and the operation needs little or no subsidy, funds contributed to the agency may be applied to those other social services which must be financed. On the other hand, The Lighthouse has always maintained a broad point of view in the matter of employment. We are glad to report that we have close contact with almost 1,000 blind people in all types of outside endeavors, including clerical workers, newsstand operators, factory workers and those engaged in business enterprises, as well as those professionally employed.

Above all else, we believe that blind persons, as sighted, have an equal right, in so far as possible, to choose their own manner of working and living. Under our liberal placement policy, a shop employee is given a three months' leave of absence to try an outside job, should this be desired, and is encouraged to do so with no strings attached and no bridges burned. We recognize that sometimes this provides an opportunity for both employee and employer to evaluate each other. If the placement is not successful, the worker may return to his former job with no loss in seniority.

It may be fitting here to mention a few pertinent quotations from "My Blessing and Not My Doom" by John Luther:

> "We need work desperately. We need it to absorb our mental and physical energies. If these energies are not expended in constructive fashion, they turn inward, and poison our minds and bodies with restlessness and dissatisfaction. We need work to give us a feeling of being needed, wanted, and useful. We also need it to give balance to our lives; without work, rest and relaxation have no meaning."

Would not these remarks apply even to a greater extent to the blind? It is our solemn duty to provide job opportunities to ALL the blind persons we can—the more capable as well as the less capable. We reject emphatically the contention that it is wrong for a workshop to strive for financial independence. The success we have achieved has been possible only because we believed that it could be done. Efficiency cannot be obtained by admitting its unattainability. As in everything else, the approach must be positive, never negative. By reducing the handicap of blindness through efficiency and modern equipment, with modern merchandising and an adequate sales program, products of quality can be made and sold without seeking any special favors. It is quite feasible to select products varied enough in their manufacturing processes to provide jobs falling within the scope of work limitations peculiar

to the blind. And the development of special equipment for their use certainly falls within the category of work simplification and increases the productivity of the individual worker, which is similar to the efforts of modern industry in all types of plants. Henry Viscardi, the dynamic head of Abilities, Inc., surely would encourage an employee to change his job for a better opportunity elsewhere, but meantime he will provide the best possible earning opportunity within his own shop. We, and the great majority of our 160 blind employees, have this same feeling.

VIII. Conclusion

Let us define rehabilitation. Is it not the result of the various stages of adjustment which finally enable the individual to live in dignity and ordinary contentment, to earn a livelihood and to acquire a feeling of independence for which we all strive? What matters if this can better be accomplished in a workshop for the blind than elsewhere? Who is better qualified to express an opinion on this subject than blind persons actually employed? Haven't we had enough of "We know what is best for you?" What about the demonstration we give of the ability of blind persons? We think it is stimulating and gratifying to the general public, our contributors, to find blind people advantageously engaged in a well-operated industrial plant, many with work tenures of twenty or more years. How better can we prove what the blind can do than by demonstrating their ability in a self-supporting shop, where the individual competes with others on his own level and there is more reason that he strives to become a capable worker. By providing decent jobs in our shops, we give the blind a basis for better evaluation of work opportunities offered; any outside job, no matter how menial, should not be the only choice. To the Lighthouse as a whole, our Industries has served invaluably in providing to a great many blind men and women a splendid opportunity for employment. Here we have had an outlet—continuous for half a century—without which we would have been, indeed, sorely tried to find suitable work opportunities for deserving blind men and women. We are certain that all we have said is not the final word on this vital subject, affecting the lives of many sightless people. Surely, however, by open discussion of this kind by the most experienced in this field, there will be better planning and accomplishments. None of us is 100 per cent right or all-wise. What we all seek is the ultimate best kind of future for blind people, whether in our shops or elsewhere.

NEW HORIZONS—THE MEANINGS OF WORK

Ralph R. Ireland, Ph.D., Executive Director

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Traditional Views of Work For Blind People

The present thinking about work for blind people, at least as reflected in the current literature, would seem to revolve around five major themes. First, we see a tremendous emphasis put upon the integration of blind people in "regular" employment. Second, there has been a very large movement, sparked primarily by the Randolph-Sheppard Act, toward placing blind people in selective occupations, such as vending stands. Third, we see the views and programs of sheltered workshops as an avenue of employment for blind people. There is a wide spectrum of opinion as to whether these shops should provide terminal employment, or training, or should be used as a therapeutic device. Fourth, and related to the field of sheltered employment, is the problem as to whether sheltered workshops should be "product" shops—that is, whether they should produce the traditional merchandise for sale under a "blind-made" label—or whether they should be sub-contract shops only doing work of a manufacturing, packaging or assembly nature for other industries. This problem is being

looked at squarely by most agencies having sheltered workshops and, depending upon the local economic and manufacturing circumstances, some shops have decided to become product shops, others to restrict their work to that of a sub-contract nature, while still others have effected some sort of combination of the two approaches. Fifth, we see the concern about the problem of employment for those blind people who are homebound.

Vocational Rehabilitation

Regardless of the inadequacies, imperfections, mistakes and often differences in points of view and philosophies, all of the views cited above concerning work for blind people have as a unifying base the concept of vocational rehabilitation. However, when we think of vocational rehabilitation of people, whether they be blind or sighted, we must consider not only *what* work will do for the individual, but also *how* work is regarded by the individual. This applies with equal force to any type of work situation.

The traditional focus of vocational rehabilitation has been on locating jobs that match the abilities of the people to be rehabilitated. This is good, but it is not enough. No worker can be truly happy unless his work also has meaning for him. Job satisfaction is equally as important as job placement in a vocational rehabilitation program.

We must never forget that an individual's capacity for work and his particular skills, whether innate or acquired, are not necessarily equatible with his vocational level of aspiration. For example, a blind man who aspires to have some sort of clerical or administrative job and whose view of himself is that of a clerk or administrator, cannot be considered to be successfully rehabilitated when he has been trained to be a punch-press operator, merely because it may be easy to get good paying jobs for blind punch-press operators.

Selective job-placement must do more than match the demands of the work situation with the capacities of the handicapped person. An attempt must also be made to match the interests, levels of aspiration, and the meanings which work has for the individual to the particular job being considered. When this is done, we are much more likely to have "successful employment" from both the employee and employer point of view.

The Meanings of Work

It has only been in the past decade that social scientists have paid particular attention to the meanings of work. Although much research has been done and a considerable body of knowledge has been acquired, this area of research is still in an embryonic stage. To date, studies have been made of workers in selected occupations in the professional, sales, skilled and unskilled groups.

At the present time it would appear that work has eight primary meanings to workers.

1. Self-respect
2. The respect of others
3. To be with and to work with people (association)
4. Only earning a living (economic)
5. Creativity
6. Service to others
7. Source of new experience
8. Routine

These meanings appear to some extent among workers in all occupational levels. Age and marital status appear to have some slight effect on the meanings attached to work by individuals within a given occupational level. There are many indications that meanings of work vary markedly for individuals in different occupational and socio-economic levels. For example: Physicians stress the service motif. Skilled tradesmen stress self-respect and creativity. Unskilled and semi-skilled workers at the lower skill and socio-economic levels regard their work more frequently as merely a way by which they can earn a living.

Not enough attention has yet been paid by persons interested in vocational rehabilitation to the basic personality structure of the individual. It is true that many agencies are increasingly availing themselves of psychiatric and psychological services. However, rarely do we find instances where the psychological or psychiatric findings, which have been derived from a clinical situation, applied to the work situation. Our major concern should be to develop work situations during training and also in employment, which are meaningful to the individual. In the past there has

been a justifiable concern over the development of skills. However, the mere acquisition of skills can be over-emphasized, particularly if they are not related to the basic personality structure of the individual.

Vocational rehabilitation, whether carried on in a sheltered workshop or elsewhere, requires a multi-disciplinary approach which includes not only social casework, medicine, counselling and industrial engineering, but also psychology and sociology. Fine facilities, a pleasant physical plant, and a devoted staff are not the final answer, unless we combine with them a fresh, creative, individual-centered point of view.

The Role of the Agency

Many agencies may be justifiably proud of their splendid efforts to develop adjustment or rehabilitation centers, sheltered workshops, or both. Many of the leaders in these efforts have had to deal with, not only the apathy, indifference and stereotyped notions about blind people among the general public, but also similar attitudes existing among some of their professional associates. This climate has done much to mould the present directions and thinking about vocational rehabilitation for blind people.

The struggle for the acceptance of blind people as efficient professional and industrial workers is gradually being won. To be sure, it is a long, slow process, and we shall yet suffer many setbacks and disappointments before our goal is achieved. At present we can take heart that we are firmly on the right road.

Because of the gains that have been achieved, it may be well for those of us who work in agencies serving blind people to take a fresh look at our aims. Our raw product is all too often the poorly adjusted blind person. Our aim is to rehabilitate this person so that he can function effectively in Society.

In our day-to-day practices there is a grave danger that we may become so involved in assisting a client to adjust to blindness, and in teaching the techniques to minimize this handicap, that we tend to forget that our client is a person who, in addition to the problems of blindness, is also beset with the same sorts of problems that plague sighted people.

Our present-day American Society may be characterized, economically at least, as a free enterprise system with the emphasis on competition; hence, one of the major concerns of the average adult male in his work. In most instances this concern for his occupational future is of even more importance to the blind person who has the dual handicap of his blindness and the stereotyped public attitudes about blindness.

It is the unusual person who can successfully cope with this dual challenge unaided. All too often, a blind person will enter one of the traditional "blind" occupations as the path of least resistance. Failing this, he will allow himself to be persuaded into taking or training for a job solely on the basis of his aptitudes or skills, without proper consideration being given to his attitudes and personal desires.

It is at this stage that the agency has its greatest responsibility to those seeking its assistance. The agency which is motivated to serve blind people and not merely to "help the blind" has an invaluable role to play. The blind person's disability must not be allowed to color the professional appraisal of him as a total person. The "outer" man can only be adequately served to the degree to which we understand the "inner" man. Hopes, aspirations, attitudes and symbols, regardless of how unrealistic they may appear to the outsider, are equally as important as aptitudes, skills, training and education when evaluating an individual.

In terms of occupational goals, we may say that what work means to an individual is co-equal with his aptitudes, skills, etc. Unless a person's work situation is meaningful to him, we cannot say that he is truly happy or rehabilitated. The agency can help the person by learning how he regards work, by helping him to modify, accept, or discard the meanings work has for him through its adjustment and training programs, and by assisting in his placement in employment on the basis of its findings.

It may very well be that " traditional" occupations or sheltered workshop employment may prove to be the best goal for the individual in terms of his personal satisfaction and achievement. For this reason it is pointless at this time to discuss in general the

relative merits and demerits of these paths of employment. Their merit can only be ascertained by considering the particular blind person. However, we must not fall into the trap of unwittingly adopting the lazy solution to employment for blind people. For example, if, after careful evaluation, it is found that the predominant meaning that work has for a particular blind person is creativity, we must not delude ourselves into thinking that we have served that person by having him "create" brooms or rugs merely because we can get him a job with relative ease in such occupations. Either broom or rug-making might prove to be a creatively meaningful work situation if the complete story of the product and its uses were to be explained to the worker. It is the duty of the agency to assist the total individual, and not to concentrate on, or to emphasize, his blindness.

GROUP B

THE IMPORTANCE OF FAMILY ATTITUDES IN VOCATIONAL REHABILITATION

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Society as we understand it today evolved from and is dependent upon the family. If we accept this premise, then almost anything we do affects or is affected by family attitudes. This basic fact becomes very important in vocational rehabilitation. In a good many of our rehabilitation failures, the family influence is all too apparent. I would like to add, on the reverse side of the coin, even the most superfiical examination of any counselor's caseload would suffice to indicate the impetus and support that good family attitudes have contributed in the majority of successful rehabilitations. Nevertheless, in any critical analysis, it is the failures that present the unsolved problems, and I would like to concern myself with this negative aspect for the next few minutes.

Whenever we think of the detrimental effects of family attitudes on client progress, many frustrating experiences come to every counselor's mind. The two following examples illustrate situations which are quite common and, although the circumstances are entirely different, they are similar in that assistance can still be given to remedy the problem.

The first case is that of a young girl recently graduated from a school for the blind. The girl had a good scholastic record, I.Q. of 114 on the Wechsler-Bellevue Verbal Scale, light perception only. Although the girl did get around very well on campus, when the counselor called at her home he found that she was not able to do so in her own community. When this was discussed, she stated that she did not want to walk about with a cane or a dog guide because she felt that would accentuate her blindness to friends and neighbors. The client wanted to be a dictaphone typist and was apparently well-qualified for this work. She lived, however, in a rural community where opportunities for office work were non-existent. The counselor, recognizing the obvious advantage of and necessity for independent travel, if the girl was to live and work in a strange city where there would be opportunities for employment, suggested a short adjustment course in a city where he knew employment would be available for the girl. The client rejected the suggestion and any service which would entail using any travel aids; she reiterated that these would make her appear abnormal. She told the counselor that she would find her own job, and this conclusion was heartily concurred in by the family.

The girl was unable to find work at home, and, a few months later, at the suggestion of the family, she moved to her sister's home in a city in another state. Here the client obtained employment in a company where other blind persons had been successfully placed by the local rehabilitation agency. The components of the job presented no difficulty for the girl, but in the first two months of employment she had three close brushes with moving automobiles. This problem was finally brought to the attention of management. She refused any suggestion of the use of a cane. A week later she was knocked down by a car, luckily suffering only slight injuries. The driver, unfortunately, suffered a heart attack as a result of the accident. The incident was given much publicity and culminated in the recommendation that the city council

*Visually handicapped.

pass an ordinance requiring that every blind person carry a cane which clearly identifies him to the motorist.

The second case is that of a blinded veteran for whom adjustment was very difficult. After several years of idleness, the client asked to be aided in setting up a vending stand. The original site chosen by him was not lucrative enough to afford a livelihood. The counselor made contact with a large local paper plant, the only industry in the area, to determine the feasibility of placing a snack bar in the plant. Management was agreeable, and plans were formulated to obtain the necessary training for the client. The training meant leaving home and spending several months in another part of the state. Both the client and his wife recognized the need for training, and the wife especially was pleased with the prospect of her husband having something to do which interested him and would take him out of the home during the day. Apparently the long period of idleness was having its effect on both of them. The man was very capable and applied himself diligently. Unfortunately for everyone concerned the plant, which had been expecting expansion, found instead that it was faced with a change of production plans from the parent company. Additional construction which was already under way had to be cancelled, and the working force ultimately was reduced 40 per cent. The client was appraised of the change, and the very limited opportunities in his home community were carefully pointed out. He was quick to recognize the problem and asked to be considered for a vending stand in another area of the state. When an opening became available he was unable to accept it because his wife refused to move from the small town where they were residing. She preferred that he wait for an opening close by, even though it is quite apparent that such an opportunity might never come.

I have deliberately chosen not to introduce cases which involved complex physical and emotional facets. Many other more graphic examples come to mind, but they are much too involved to discuss in the short period of time alloted. In analyzing the data for these two case summaries, several causal factors are suggested. In the first case the problem might have been eliminated if the counselor had worked with the parents before the girl returned from school. Perhaps the school, itself, if it had recognized the problem early, could have done much to overcome it. The attitude of shame regarding certain symbols of blindness is well known; it has also been well established that reactions of family friends and neighbors can have profound influence on such an attitude. The problem here is not failure to recognize a difficulty, but inability to cope with it adequately. The second case is a recital of a situation that is repeated many times under different circumstances and with a variety of family members involved, but with the same static results. Any one here today with a basic course or two in psychology and an understanding of social casework could give us sevaral possible causes for both failures and a number of methods for successfully treating the problems.

Obviously the V.R. counselors are aware of and much concerned with the importance of family attitudes in the achievement of rehabilitation goals, but there are two major obstacles for the counselor in coping with adverse family attitudes:

1. No one can be all things to all people. Family counselling is a specialty that is not necessarily in the average V.R. counselor's body of skills.

2. Another obstacle is lack of time. Family casework is a separate discipline and cannot be accomplished piecemeal by a worker whose training and responsibilities are in another field.

We have talked about teamwork over the past few years to such an extent that some of us are tired of hearing the word. This would seem like the ideal time to launch into another tirade, but teamwork doesn't supply the whole answer. Where you have excellent family casework agencies nearby and you are operating in an urban setting, development of community resources may be the solution, but many of us operate over a state-wide area. Family services are not uniform everywhere in the state and completely lacking in some rural sections. For some agencies the answer may lie in the use of the home teaching staff, but, in view of the tremendous caseloads that most of these workers carry, this solution would appear unrealistic. Busy home teachers would have

just as little time for family casework as the V.R. counselor. Social workers attached to adjustment centers can do a wonderful job with those who reach the center, but many clients who are candidates for vocational rehabilitation never reach the center.

The only practical approach that appears to me, after reviewing several solutions to the problem, is to employ a specialist on the V.R. staff who concentrates exclusively on this phase of the work. Adding specialists is easy if money is plentifiul, but complete agency coverage here could be very costly. The only way it would be feasible to initiate a service of this kind for most of us is to have the additional staff make full use of existing facilities acting as consultants to local personnel, and only handling cases direct where no help is available. I do not have any figures on the percentage of rehabilitation failures which stem from poor family attitudes, but a cursory review of your unsuccessfully closed cases will give you an idea of the magnitude of the problem.

It may be that some of you attending this convention have experimented extensively with the solution of this problem, and, if this is so, your findings would be invaluable to the rest of us. For the majority, however, the problem is a knotty one not yet successfully tackled. As a result of P.L. 565 money has been made available for research and demonstration projects. It might be well to explore this avenue of support for research on family attitudes, what can be done to develop them as an asset to rehabilitation, and what we need to cope successfully with adverse family pressures.

PERSONAL MOTIVATION IN VOCATIONAL REHABILITATION

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"Personal Motivation in Vocational Rehabilitation" is a topic far too broad for any twenty-minute paper. Necessarily, the topic will be greatly de-limited today.

"Personal Motivation in Vocational Rehabilitation" could take in the motivation which draws workers to the field. This could be an extremely interesting study and one well calculated to arouse controversy. It is a subject I will not speak on today; but I can at least point out that the recent study on rehabilitation centers done by the Seventh Company suggests that, if anybody came into *this* field from a motivation of financial gain, he apparently picked the wrong horse.

I restrict myself then to the motivation of the "rehabilitand," the person to be rehabilitated—to most of us, the "trainee" or "potential trainee."

In further restricting my topic, I would jump to the second part of the title, to the phrase "Vocational Rehabilitation." Here it seems to me we need not only restriction, but definition. Are we to think of Vocational Rehabilitation as placement? Are we to think of it in terms of the original Vocational Rehabilitation act? Or are we to think of it in terms of later amendments? Must we think of it as meaning paid employment? Or self-employment? Or can we think of it in a broader sense, to include all of that rehabilitation which has to do with "Vocational" in its etymological origin—the discovery of a "calling," or as an early New England generation would say "the finding of one's niche in life?"

I am already prejudicing the argument. I strongly believe that in the past generation,

and even today, we have given altogether too great emphasis to the *vocational* aspects of rehabilitation. Altogether too many persons have been "placed" in remunerative employment without being rehabilitated.

Perhaps it is necessary to spell this out at somewhat greater length. Placement is good; and for the person who needs to be placed, rehabilitation is not completed until the placement takes place. For such people the strictly vocational aspect of rehabilitation is the keystone of the arch. It is my contention, however, that too often we have acted as if it were the foundation.

The failure to distinguish between placement and rehabilitation has caused harm in more than one way. It has meant frustration and pain to blind persons placed on jobs for which they were not prepared; and often has been the cause of placements that did not last. Perhaps worse, it has done harm to our all-important program of public education—when it has placed ill-fitted, sometimes ill-tempered and often euphoric blind persons in positions where they could miseducate the employer and their fellow employees. Increasingly, legislation is extending the meaning of vocational rehabilitation; and as always social thought is in advance of the legislation. The day will come when the restricting adjective, "vocational," will be dropped; and we will find ourselves really in the field of total rehabilitation.

The topic then becomes "Personal Motivation in Rehabilitation." Now, rehabilitation involves complete reorganization — a restoration to a stage that existed before blindness made rehabilitation necessary. It involves not only (or perhaps not even) remunerative employment; but it does involve the taking again of one's life into one's own hands and making of it something of value—of personal value and of social value—temporal value and eternal value—of value to one's self, one's neighbor and to God.

The advent of blindness normally brings such catastrophic results in relation to one's whole way of life that rehabilitation to it reaches into *deep* areas of the human self and *vast* areas of human relations.

The late and very great Dr. Lou Cholden made clear to us some of the stages through which the newly blinded person passes, so that now the terms "shock stage," and "grief" or "mourning stage," are familiar on the lips of all in the field of rehabilitation of blind persons.

The question now resolves itself into a consideration of that personal motivation which brings one out of the shock stage and into the stage of grief or mourning—and the further motivation which moves one from the mourning or grief into the activity of personal reorganization.

What motivation brings the person in trauma out of the impassivity (almost the insensibility) of the stage of shock, and into the period of mourning or grief? When the question is thus posed, almost immediately we know that it is a question that has no complete answer in the present state of human knowledge. "Shock" in all its phases is in our day giving a new focus to medical studies. [The monumental work of Hans Selye on "Stress" is the great landmark in the field.]

From the standpoint of psychology it would take volumes to discuss what motivation from within suffices to bring the individual to grips with reality, and what motivation can be brought in from outside to reach the wounded personality.

The great lesson that Dr. Cholden left us in this area was the lesson that we must not do anything which will assist the person to escape from the reality—that the natural defenses will be strong enough without the extra effort to support and reinforce them with false hope and dishonest prognoses.

What we come to, instead, are the personal motivations for *not* coming out of the shock stage, for *not* facing reality, for *not* allowing one's self to grieve or to mourn. Motivations here are in great measure summarized in two words, "fear" and "defense." The two words go very much together because the fear is the fear of a weak Ego, and the defense is a protection, lest that ego be destroyed. I certainly have no least intention of going back into a detailing of all that causes the *weakness,* the *fear,* or the *subsequent defense*—even if I were capable of doing it—for the task would take hours, if not days.

Often enough the only factor capable of "reaching through" is the empathy of another strong personality which seeks not to destroy, but first to support and then to strengthen.

Dr. Cholden taught us, if not in words, then by his whole method of operation, by his very way of life, that we must never shatter the defenses unless already we have built a bridge, and unless we have the personal and professional qualifications to give from ourselves true support, and to find in the other the potential strength. Fortunately, perhaps, most of the workers in the field of work with the blind seldom have contact with newly blind persons during the initial shock stage, meeting the client ordinarily only when he is well into (or well through) the mourning stage.

The problem, then, concerns the motivation which suffices in bringing the person forward into a complete facing of reality, with a viewing of both the positive and negative aspects; in assisting him to find the strength which is within himself; and in bringing him to accept all of the skill training which will be necessary for him to face his new life as a blind person.

Personal Motivation in Total Rehabilitation. At last we are at the problem itself: what are the motivations which are strong enough? Here again are the factors of self-image; self-esteem; personal drive, and of social pressures; nor are these separate things, but interacting things. Involved with them (almost aspects of them) are cultural, ethical and moral outlooks.

Motivation for Reorganization in any form depends very greatly on the acceptability of "non-organization." Dr. MacFarland spoke to you on the importance of family attitudes; and one of the greatest blocks to rehabilitation certainly is the family which readily accepts "non-rehabilitation." But more important even then the family is one's own attitude—the acceptability to one's self of being totally dependent and unorganized. "Acceptability" here is conditioned by all the factors in one's environment and one's native self which go to make up what he *is, believes,* and *does.*

The motivation to move from mourning to rehabilitation may be any of the motivations which move mankind—virtuous or completely the contrary. They may be motivations of rightful self-esteem or of false pride. They may be of human love or the thing called human respect. They may be of rightful desire to reach one's place in the world, or they may be of overweaning personal ambition.

They may be negative motives, where the pain of one's present position is such that anything seems to be preferred. (Often enough, this is the motive that finally brings one to psychiatric consultation—the inability to stomach the present situation longer, where there is no hope of alleviation.)

Rehabilitation personnel will know the gamut of human motivation, and will seek to bring out from within the "rehabilitand" that motivation which not only starts him in the rehabilitation process, but which will enable and assist him to continue it. Often enough, if rehabilitation is total—if it reaches into the depth of personality—motivation will change in the process. As one begins to find within himself strengths whose presence he had never known, as he faces fear and finds it often only an empty threat, the strengthened ego finds for itself new and better motivation.

Again we come to the negative aspect: strong defenses keep a person from facing reality. The fracturing of these defenses is indeed a place where angels fear to tread. Here as elsewhere, the great need for professional knowledge and skill is manifest.

In general, we may say this of personal motivation in total rehabilitation: that no matter what the pressure may be from the environment—from family, from neighbors, from vocational counselors—that none of these external pressures holds the least value in rehabilitation unless they trigger something within the person himself.

Anything other than inner-motivation (dependent in a degree on one's environment, of course) will be useless; and the skills that we force on a person can be but a waste of our time and his—while the job that we force him into becomes not only a frustration, but a source of public miseducation. Vocational Rehabilitation must find its motivation from within.

Now I could not close this talk today without taking up one other of the aspects of motivation. It is a belief that has been widely held in this field for many years; a belief that

still perdures despite a vast amount of evidence against it; a belief that has its roots in the 19th Century and has failed, at least in our field, to recognize the sociological changes which have occurred in this.

I refer to the still-widely-held belief that it is wrong to give decent financial compensation to blind persons because it will destroy their incentive for rehabilitation.

I would answer this by the flat generalization that *never in my experience have I known a blind person to become reorganized because of his financial insecurity.*

After this apodictical statement, I perhaps should admit that I have known persons to seek a job because they needed money: I have known people to accept employment because only thus could they bring any money into the home; and I have even known people reduced to such a state of abject hopelessness from want of financial help, that they have finally been induced to seek psychiatric assistance. But with those admissions, and in the light of them, I come back to my original flat statement: *I have never known a blind person to become reorganized because of financial insecurity.*

This is indeed a generalization, but not nearly so strong (or so wrong!) as the widely stated one that "if you give them too much money they won't be rehabilitated." The latter is the statement of an underlying philosophy which ruled the field of work with the blind for many years prior to the days of the great depression. It was probably a part of the social outlook of the whole country. Most of us can remember the warnings of the W.P.A. days about the millions of people who would "never want to work again." Some of those people may have been our fathers or mothers, uncles and aunts, brothers and sisters — or perhaps ourselves. They got the W.P.A. money; they got the dole money—and today they are substantial citizens. This was enough to convince most of the sociologists of the country of the error of the old theory, but somehow it seems not to have convinced those in work with the blind. Here there still exists a segment which believes that "if you give them too much money they won't be rehabilitated."

The statement as it is made is a general negative major premise. It needs only one exception for it to be proved false. At this time we have not one exception, but hundreds of exceptions to prove the contrary.

At hand in our day, and ready for publication is the great survey done by the Veterans Administration of the Blinded Veterans of World War II. This is without a doubt the greatest statistical study ever done of any group of blind persons. It encompasses practically every blinded veteran of World War II and the Korean Conflict (98 per cent of the 1,988 blinded veterans living outside veteran's hospitals). The men in this survey are recipients of a very generous disability compensation from their government. This is the group of whom so many said "they're getting too much money; they will never be rehabilitated." If we were to take this generalization at face value, it would say that *none* of these men could be expected to be employed. Obviously though, this is not what the statement means. It means, rather, that the employment of these men will compare unfavorably with that of other blind persons. Instead of that, we find that of the total 50.3 per cent are already employed—in addition to those still in training. This is a number far beyond the wildest imagining of the pessimists.

Now please try to understand this argument. Certainly there are factors which help to account for this high degree of employment among the blinded veterans—there was the special training and also the "hero status" (the public acceptability — the general attitude of the environment). All these things are recognized, but the answer that the blinded veterans have given by their high percentage of employment to the age old statement that "if you give them too much money they won't be rehabilitated" is an answer that should be its death blow.

Certainly, we recognize that the desire for financial gain is a motivation, and a sound one, for seeking employment, but we think it is high time that there was an end to the idea that financial insecurity is an important personal motivation factor in vocational rehabilitation.

Perhaps if we are willing to recognize that it is not, then we are ready to face with less emotion the whole question of broad social insurance against blindness.

And we will at least have clarified one point in the topic—"Personal Motivation in Vocational Rehabilitation."

COPING WITH MEDICAL FACTORS IN VOCATIONAL REHABILITATION PLACEMENT OF THE BLIND

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At first glance at the title of this paper, one would immediately expect that an M.D. would be designated to present it. However, persons who have ever performed vocational placement work in a vocational rehabilitation agency realize that the counselor or placement agent is in reality the individual who must cope with medical factors in the actual placement of the client on the job.

It is my understanding that in Russia vocational placement of the blind is actually done by physicians and, of course, this may be the case in other countries where salesmanship is not a prime factor in vocational rehabilitation placement. But at the present stage of the game in the United States, it is not likely that physicians will do a great amount of such placement.

It should also be stated that this paper will touch only slightly upon ophthalmological factors since, surprising as it may seem, it has been my experience that the ophthalmological factor is usually not the most difficult one to overcome in placement of the blind client with other handicaps, assuming that the counselor or placement agent has been well trained for his job.

Medical factors other than ophthalmological, presenting the most serious problems to placement personnel, lie primarily in the following areas:

A. Metabological (particularly diabetes mellitus)
B. Neurological (particularly C. N. S. lues and gran mal epilepsy)
C. Cardiovascular problems
D. Otological difficulties
E. Orthopedic problems
F. Functional psychiatric disorders, primarily neuroses (probably the area presenting the greatest number of cases).

In a study completed in our agency in 1954, it was found that 40 per cent of our entire caseload had a serious medical problem in addition to blindness. Since we are now accepting many more multiple disability cases than in 1954, this figure is undoubtedly quite low, and I would venture a guess that well over one-half of our cases at the present time have a major affliction or afflictions other than visual.

It is obvious then that medical factors other than ophthalmological are a grave problem in agencies for the blind, and it follows that no staff member working in vocational rehabilitation placement of the blind can afford to be without a good foundation in general medical information.

I do not need to state that the above is not to imply that the placement person actually attempts to treat medical disorders, but I do definitely believe that the placement agent should be able to recognize symptoms at an early stage, in order to prevent as many fiascoes in placement as humanly possible.

Now as to the actual techniques of working with medical problems in placement: Without doubt, the best tool with which to meet them is to *anticipate* them by a thorough medical diagnosis. The basis for the thorough medical diagnosis is a good general medical

examination by a practitioner informed about, and in sympathy with, vocational rehabilitation goals. Accepting incomplete and half-hearted medical examinations from the practitioner is certainly one of the surest ways to run into difficulty in placement. Of course, I know that because most agencies cannot pay a fee equivalent to that paid by private patients, some physicians give an inferior examination. This had become such a severe problem at one time in my district that we were seriously considering an attempt to set up our own medical staff for examination purposes. Fortunately our medical consultant at that time indicated to me that probably the real basis of the problem was that the physicians were not well enough acquainted with our program to attach inportance to it. A rather intensive indoctrination of physicians in our area has reduced this problem, although it is far from ended. Perhaps the answer is a group of physicians who formally agree to cooperate with the program throughout the state and do all examinations, with the blessing of the state medical society.

After receipt of the general medical examination, the agency medical consultant should make follow-up recommendations as to specialists' evaluation needed of indicated problem areas. Although I realize that following our recommendations for specialized medical information often becomes quite time consuming and burdensome to both counselor and client, I am firmly convinced that it is necessary to trace down suspicious medical areas in so far as is possible. I have seen clients ruin several placements, only to find out that all difficulty could have been avoided by following up a suspicious area in the original medical evaluation.

Another way to lessen medical problems in placement by prevention is for the medical consultant of the agency to have a sincere respect for the observation of the counselor. Our medical consultant has picked up problems on numerous occasions through the observation of an alert counselor.

It may seem insignificant, but I believe the set-up of the medical forms used by agencies in diagnosis has a lot to do with the quality of diagnosis the agency receives from community physicians. Some hints on setting up good medical forms are as follows:

1. Set up your form in such a manner that for the examining physician to ignore areas is extremely difficult if not impossible.
2. Request objective data wherever possible, without, of course, discouraging professional art opinions.
3. Indicate as tactfully as possible on your medical form that the information will be reviewed by a medical consultant who is an M.D.
4. Individualize the form to each client in so far as is possible. (By this I mean that the form should be set up in such a manner that the counselor can place individualized information on it before sending it to the examining physician.)
5. Avoid routine check lists on the form. If they are essential, then stagger them.
6. Attach a *very short* note of explanation to the form. In general, physicians will not read long involved explanations, no matter how desirable and educational it might be for them to do so.

Another important factor in eliminating medical problems in placement is the agency's selection of a medical consultant. It goes without saying, that the medical consultant should be interested in and enjoy working in rehabilitation. It is also necessary that a physician be selected who can work well with other disciplines and respect their skill, contributions and opinions. Too many physicians have the feeling that other professional staff must accept as unquestionable their advice and opinions in all matters under God, including vocational counseling and placement, administration, disciplining children, politics, and football. In addition to their rightful area of medical authority, the consultant selected must also be willing to work under the supervision of a non-medical person, and must be amenable to intensive training and indoctrination in rehabilitation philosophy and non-medical rehabilitation technique.

In addition to the above prerequisites, the ideal medical consultant to a rehabilitation agency should have the following additional qualities in order to be of greatest help in consulting on employment:

1. Be a boarded specialist in internal medicine or equivalent.

2. Have had some experience in industrial medicine (although I do not believe it desirable that the consultant's entire non-institutional experience should have been in industrial medicine).

3. Be able to make definite scheduled time available to the agency. We have had consultants who were excellent practitioners but who were always in such a hurry that they were practically unavailable to the staff.

4. Have had some experience in the practice of general or internal medicine in an area geographically, culturally, and medical customwise similar to that which the agency services.

The use of the medical consultant by the agency is perhaps another key in avoiding or overcoming medical problems in placement. Although I am weary of hearing the word "teamwork," I can find no other which would apply to the use of the medical consultant. The agency must make available to the medical consultant the entire case material on the client in order that he can see the client as a whole being. Counselors, psychologists, and other personnel should have regularly scheduled conferences with the medical consultant regarding their cases and he should also be available to them in emergency cases. In addition, we have found it very helpful for the medical consultant to participate in both formal and informal medical discussions for staff-training purposes. These informal discussions usually are most meaningful when they develop in an impromptu manner out of actual case situations.

It is also my firm belief that provision must be made even in the state-Federal program, for the medical consultant of the agency to examine personally cases where a doubtful situation exists. Not only does this aid the counselor and client, but it also minimizes the feeling of good medical consultants that they are engaging in "paper-work medicine" which makes it difficult to keep good men.

It is important also that the medical consultant be used as the primary medium for securing medical and psychiatric information from other physicians, if this information is not readily available to the counselor. Where necessary, the medical consultant should be willing to personally contact other physicians and hospitals in behalf of the program.

Undoubtedly, the ideal way to secure information as to how a particular medical problem will stand up on the job is to place the client on the actual job desired and have him perform its function over a specified period of time. Since most agencies have not reached that advanced relationship with companies where this can be done on the actual job in industry, the next best evaluation can be done in a situation similar to that which the client hopes to enter. The answer at the present time is the use by the agency of a good job tryout and work classification set-up. Here, under close medical observation, the client performs tasks similar to those involved in his hoped-for placement. An attempt is made to get objective medical data regarding the client's medical problem. For example, in a suspected brittle diabetic, a good work-classification unit would take continuous sugar tolerances, correlated with expenditure of energy and time as measured scientifically. Respiration, blood pressure, etc., in cardiac cases would be correlated with energy expended, time and production. It goes without saying, that subjective ratings should be avoided especially in sheltered workshop set-ups, unless based on actual objective criterion. The work-evaluation period should be of such duration as to adequately determine a prognosis beyond a reasonable doubt.

What do we do about the employer in cases where there is a medical problem in addition to blindness? Too many times the counselor in the agency for the blind has as much prejudice against medical problems other than blindness, as employers do against blindness. For example, I know of agencies for the blind which flatly reject gran mal epileptics, psychiatric cases, and diabetic cases for competitive placement. When the agency for the blind takes such an attitude towards disabilities other than visual, it is almost hopeless to presume that the employers with whom they deal will take a different approach. For this reason, it is highly desirable that agency for the blind personnel attend as many training sessions as possible with general rehabilitation agencies and other agencies working toward the placement of other types of handi-

capped persons. If an agency for the blind administrator notes that his staff have this prejudice towards other disabilities, it is essential that he take steps to have intergrated staff meetings with the agencies placing other types of handicapped persons. The ideal situation, of course, is to exchange consultant help with staff of the general agencies in the placement of clients with disabilities in addition to blindness. Speaking generally, the same criterion applies with placement of persons with other disabilities as applies to the placement of the blind, namely: can the handicapped person perform the operation competitively without endangering himself or others and without aggravating his disability? Do not place the client on the job and pray. The counselor cannot "wish" the placement feasible. Although the counselor may have an occasional success using the trial and error method, the percentages are vastly against him.

If the things which I have mentioned to this point have been performed accurately, the actual placement of the client on the job should not present many medical problems. As in all placement, the client and counselor must have a mutual confidence in each other. The counselor should have been prepared by his medical consultant to recognize early symptoms of the particular medical problem involved becoming acute. The client also should have had a realistic interpretation of his medical difficulties and know when to call on the counselor and, in addition to this, should know what to do in an emergency situation wherever this is not possible.

In so far as the company management is concerned, it is my opinion that they should be fully informed of the client's other medical difficulties in a positive manner. It does not make any more sense to attempt to hide medical or psychiatric factors other than blindness from an employer than it would be to attempt to hide the client's blindness from him.

The follow-up process is even more important in the blind client with other medical difficulties than it is with the blind client with no other handicap. The client should receive regular continuous medical evaluations after placement. It is essential that these evaluations be scheduled in such a manner as not to interfere with the client's competitive employment. It is also essential that the counselor keep in close touch with the situation and, if a chronic, uncontrolled situation develops, immediately remove the client from the job if there is no other recourse open to him.

In summary, the counselor or placement agent who is going to place visually handicapped persons with other medical problems, must have knowledge of as many problems inherent in the client's medical situation as is possible. This is accomplished by securing complete medical evaluations by a medical group informed about and sympathetic to rehabilitation, and having said evaluations interpreted and expanded by a good medical consultant for the use of the client and staff. To place a client on a job with a known medical problem, without the knowledge and skill available to work with it, borders on the criminal. If the counselor or placement agent attempts to rationalize his ignorance of medical matters on the basis that they are the functions of an M.D., then, in reality, he is stating that placement should be turned over entirely to physicians and consequently placement counselling loses its excuse for existence as a professional skill.

However, my placement experience has proved to me that selective placement of the severely handicapped in industry is a specialty in itself and requires an enormous preparation, if properly performed, including a large store of medical information.

MUSIC THERAPY—A NEW PROFESSIONAL FRONTIER FOR THE VISUALLY HANDICAPPED

*Helen Dodge, Music Therapist

Long Cliff Hospital, Logansport, Indiana

Most of us would agree, I believe, that the artistic medium which affords the most opportunities for participation by a blind individual is music. This is not to say, of course, that blind people are, or ought, to be more musical than sighted people. It implies only that, given the requisite abilities, a blind person can enjoy through music a wider field of opportunity for communication with others than would be available to him through any other medium of artistic expression.

The musician who is blind can, therefore, take particular satisfaction in the awareness that music has a unique kind of communication potential, inherent in the very fact that its modality is sound. The musician can reach more people more directly and more intimately than any other artist. He can, therefore, set up between himself and others an emotional interchange which no other artist can duplicate.

The music therapy profession bases its philosophy on the principle that this dynamic affective potential can be used as a tool in the treatment of individuals who suffer from emotional and social pathology. The music and the therapist together create an emotional atmosphere through which changes in attitudes and behavior can be effected.

Here, then, is a treatment medium which fundamentally does not depend upon the sense of sight. Essentially, it requires a feeling and an aptitude for music, a sensitive understanding of human feelings and behavior, and a personality capable of meeting the emotional needs of others.

However, in considering the application of this treatment medium by a blind individual in an institutional setting, certain rather obvious questions arise as to the degree to which this individual might be handicapped in some areas. I shall, therefore, discuss some of the duties and goals of the music therapist in relation to these special considerations.

The task of the music therapist is to satisfy and utilize the entire range of musical interests and capabilities which he finds among his patients. His work, therefore, will call for a variety of types of skills. He may direct a chorus or an orchestra, give group or individual instruction in the playing of an instrument, or play accompaniments for a patient who likes to sing. On the hospital wards he may lead a group sing, conduct a rhythm band, or hold an informal listening session. In the ward activities, which may involve as many as 50 to 100 patients at a time, the principal aim is to provide an atmosphere of friendliness and gaiety which will encourage social interaction and which will afford some relief from the monotony and loneliness of confinement on a hospital ward. With the smaller group and individual activities, there are, of course, additional aims which are specific to the treatment needs of each patient. In a hospital where the music department functions as an integral part of the total treatment program, the music therapist reports his observations of patients to doctors and other members of the clinical team.

Let us consider first the purely musical abilities which such a program would require. It will be obvious that, for the music therapist who is without sight, the ability to hear music with reasonable accuracy and to "play by ear" is a necessity. Memorizing music from Braille is a time-consuming process, and for music of the more popular types most commonly used by the music therapist, Braille transcriptions are not readily available. A large repertoire of music of these types, therefore, plus a good playing facility, preferably on the piano, is an essential part of the blind music therapist's equipment. He should also have at his finger-

*Visually handicapped.

tips a few of the better known classics for his instrument. Not infrequently there will be a request for *Clair de Lune* or the *Moonlight Sonata.*

In the case of a more structured activity requiring the use of ink-print music, the blind music therapist must, of course, have his music transcribed into some kind of usable form. Tape recording is probably the easiest solution, provided it can be done without placing a burden on another staff member.

The question which is likely to be of greatest concern to a hospital employer is the safety of a blind therapist, particularly with regard to the possibility of injury by a patient. In evaluating this problem realistically, it should first be understood that only a small minority of all of the patients in a mental institution suffer from illnesses characterized by violently agressive behavior. Moreover, since the tranquilizing drugs have come into use, the possibility of a patient becoming dangerously disturbed has been reduced to a minimum. The so-called "violent wards," which have for so long been associated with the mental hospital, have disappeared almost completely. It should also be remembered that a person's own feeling of security or insecurity with mental patients determines to a large extent the way in which they respond.

Nevertheless, there can obviously be no 100 per cent guarantee that an injury by a patient could not occur. The hospital employer who has anxieties in this area may feel that the blind person would be at a particular hazard, because he would be less well able to protect himself in the event he were assaulted. From the employer's point of view, therefore, it may be too great a risk to allow the blind therapist to work without sighted assistance. The problems may be easily met in hospitals where it is routine procedure for the music therapists to conduct activities in teams, or for a therapist to have the cooperation of ward personnel.

Another question may arise as to the adequacy of the blind therapist as an observer of his patients. Might he not be at a considerable disadvantage in not being able to perceive such visible indications of response as a glance, a gesture, a movement toward or away from the group? How would he observe a patient who does not speak? Moreover, might he not also be similarly handicapped, particularly when dealing with very large groups, in being unable to communicate with his patients by visual signs.

The answer to these questions must begin with the frank admission that here is a very real problem. To what extent this problem would limit the effectiveness of the blind therapist, however, depends upon the therapist and the situation in which he works.

The visual handicap demands first that the therapist be alert, not only to the most minute auditory and tactual cues, but also to those subtler inner senses which we describe as intuition. The validity of the intuitive response can be readily appreciated by anyone who has experienced this kind of communication between himself and a group. It is to this inner sense which a leader refers when he speaks of "feeling" the mood of a group, "sensing" a hightening of tension, "knowing" that he has communicated.

Where there is no verbal response, the blind therapist must be able to sustain his confidence in the fact that the patient is reachable, and may already be responding, even though there is no outward sign. If the therapist is working very closely with a mute patient, the patient is, of course, capable of interacting through the music, and this interaction alone may provide the best source of information which the therapist could need. Later on in the treatment process, the most important indication of progress will be the beginning of speech itself. At this point, the therapist has not only the patient's words to use as a guide, but also all of the subtle shades of meaning which the human voice can convey. It is a well-known fact that the voice is to the blind person what the face is to the sighted. It is also well recognized that the voice is at least as accurate an indicator of the personality as any other mode of expression. I believe that it would be possible for an astute blind observer, on the basis of conversation alone, to arrive at essentially the same evaluation of a person as would a sighted observer.

In reference to the absence of visual communication from therapist to patients, it is undoubtedly true that the blind therapist must work somewhat harder to establish rapport with a group than would a person without

this disadvantage. He must project himself by every means at his disposal—his voice, his manner, and the music itself. Where words are of little effect, he may rely almost entirely on the music, often with surprising success.

Other factors determining the success of a blind music therapist have to do with the opportunities which he has for pooling and comparing his observations with those of other workers. I have already mentioned that music therapy activities are, in some hospitals, carried on by teams of therapists. If, as is true at the Logansport Hospital, the size of the staff permits such teamwork, then there is opportunity for one therapist to supplement his own observations with those of another. If, in addition, the music therapist works in close cooperation with doctors and other members of the hospital staff, he has a further opportunity to extend his knowledge of patients.

Thus it can be seen that in the music therapy field, as in any profession, the visual handicap presents problems which call for a good deal of compensatory effort. However, if blindness does present some practical difficulties, it can also in my field sometimes function as a psychological asset.

A patient who is shy and withdrawn may find it less difficult to relate to a handicapped person than to a person who is not handicapped. He may see in the handicapped person someone who is different, as he feels himself to be different — threatened, as he is threatened — someone, therefore, not to be feared, as he may fear other hospital personnel, but to be trusted, perhaps even to be helped. Nothing, we know, can be more strengthening to a person who lacks confidence than the knowledge that he has been of help to someone. In my own experience, it is not uncommon for a normally withdrawn patient to voluntarily place himself in the role of guide. In such cases of strong emotional response to the handicap, it is, of course, the therapist's responsibility to maintain a completely professional attitude. He must behave toward the patient in such a way that, while preserving the special bond that exists between them, he also commands the same respect that a sighted therapist would receive. He must also be sensitive to the unhealthy kinds of motivation which may prompt a helping hand, as, for example, a generalized attitude of overprotectiveness or a need to display oneself as the selfless helper of the less fortunate. Further, the therapist who is handicapped must be prepared for the frankly hostile patient, who might seize upon any kind of personal defect as a target for his contempt of the world in general. Such a patient is likely to have an uncanny knack for directing his verbal offensives at a person's most vulnerable areas. But even a negative response can, if the therapist is able to muster sufficient inner control, be used to the patient's benefit.

If we consider then all of the potential resources which a blind person can utilize, it seems reasonable to assert that an individual with this handicap is capable of functioning as efficiently and as effectively in the music therapy field as would a sighted individual. The fact that there are also other blind individuals entering the music therapy profession is a further encouragement to this belief.

Nevertheless, we are all well aware that, notwithstanding the soundest confidence, such questions as I have raised may constitute serious barriers for a person seeking employment in this field. A prospective music therapist must plan for at least four years of specialized training in order to qualify adequately for the profession. Certainly, if such training is to be justified, much careful inquiry and planning is necessary in order to insure a reasonable likelihood of a successful placement. Such inquiry might well begin with a survey of the kinds of job situations open to music therapists where the limiting factors set by the handicap are at a minimum. As has been suggested, the blind music therapist can probably operate to best advantage as a member of a staff team. A small institution, where a therapist works with patients individually or in small groups, may provide another kind of situation favorable to the blind applicant.

In this connection, it should also be noted that, while music therapy is at the present time most widely used in mental hospitals, its applications are also being explored in such institutions as cerebral palsy clinics, schools for emotionally disturbed children, and schools for the mentally retarded. As research in the field continues, it is highly probable that new ap-

plications of music therapy will emerge which would offer a wider choice of vocational objectives for a person without sight. In particular, I have in mind a recent study, conducted at the Kansas Rehabilitation Center for the Adult Blind, evaluating the contributions of a music therapy program to the rehabilitation needs of the blind.

Trial work experiences in institutions of these various types can undoubtedly provide a prospective blind music therapist with his best means of selecting an objective, as well as demonstrating his employability. With such a background of experience, he can then approach an employer with confidence.

At this point, as would be true in any field of employment new to the blind, all of the individual's capacity for patience, affirmativeness, and initiative is needed. The blind applicant must be willing to do everything possible to interpret his potential to the employer and to place him at as small a risk as possible. The employer might, for example, find it easier at first to accept a blind person as a volunteer than as a paid employee.

With the achievement of a realistic vocational objective, the problems incidental to blindness in the music therapy profession may be challenging but not insurmountable. The difficulties, I believe, are far outweighted by the contributions which the music therapist can make to the health and happiness of others.

THE TEACHING OF POLITICAL SCIENCE AND THE PRACTICE OF LAW BY A PERSON WHO IS BLIND

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As my work involves two professions, viz., the teaching of American government at a university and the practice of law, it seems desirable to say a word at the outset concerning the compatibility of these two disciplines. The relation of the one to the other is such that each, when it is not in the forefront, serves as a most useful background upon which to better build a law case or to illustrate a point in American government.

It would be well to state also that the dual preparation was planned as I began my college work. I had every intention of actually practicing law as well as teaching American government at the college level. That the formal preparation necessary in order to enter each of these professions was made possible for me was due to support—both financial and nonfinancial — from many agencies, both public and private, and many persons acting in their individual capacities. Diligent search indicated that aid was available to assist that person whose performance, both in and out of the classroom, seemed to show that he was not afraid to work hard or to compete with *all* of those within his chosen profession.

I have found that, in order to work in my chosen profession, those adaptations which I have had to make have concerned themselves primarily with mechanics. Thus, improvements made in the field of voice-recording are of the utmost interest to me. The development of an efficient, low cost, lightweight

*Visually handicapped.

tape recorder is to me a boon to my efforts in research. Armed with such a device, any person who is able to read printed matter well, and who is able to follow instructions as to how to use the machine and where to look in the library to find a particular document, can do the work which is necessary to communicate the needed information in that particular document to me in order that I may evaluate that information in the light of my research problem. It is well to emphasize at this point that the person who acts as my reader need not be trained in law or in political science in order to perform his task in my behalf. It is for me to explain to him where and how to find given information having a bearing upon the legal case upon which I am working, or upon the lesson plan which I am constructing. He need not understand the full import of that which he is asked to read in order to function adequately as my reader. He needs a good speaking voice, patience of a sufficent amount to enable us to work either as a team in a library or him to work solo in accordance with instructions which I have given him, and a good command of vocabulary in order to do quite well as a reader. His reading speed, of course, is a factor which must be taken into consideration. In my own case, the faster he can read without discomfort to himself and without losing his accuracy, the better pleased I am.

In a law office, one's secretary may serve also as his reader if the volume of work is not too great. In a political science department are usually to be found research assistants or secretaries who may be assigned the task of reader as a part of their regular duties. Where the work load of the professor or lawyer who is blind is large enough to merit it, additional persons may be hired to serve almost exclusively as readers. Because there is much material relative to political science and law already available, either in Braille or through one of the recording media, my readers are used primarily in researching points upon which information is needed for a case currently being handled or in keeping teaching materials up-to-date.

Many people have expressed interest in knowing how my classes are conducted. At the beginning of each semester, a new group of students must become accustomed to the idea that they are to speak up in order to be recognized. Because my teaching preference is Socratic rather than the lecture method, it is quite important that my students come to feel as quickly as possible that their contributions are encouraged and welcomed. Each student is seated in alphabetical order unless a request is made by him to sit in a particular seat. The students having been seated thus, it is possible to make use of a seating chart constructed to fit the particular room. It is hoped that the contents of that chart will soon be committed to memory in order that the voice emanating from seat 7, row 6, can be identified easily as belonging to Mr. Green. Examinations are essay in form. These are, of course, graded by me by having the contents of each read by a reader who marks according to my instructions any word, phrase, sentence, etc., which I indicate. The blackboard serves only as the place where the range of grades is shown in order that the individual student can relate that score which I have had put on his paper to those scores made by the class as a whole.

The presence of a person who is blind as an active member of the college or university faculty or the legal profession is not an unknown phenomenon. During the last decade, a man who was blind served not only as a vice-president of the American Political Science Association, but also as editor of its publications. Men new to the political science faculties have, in many instances, been in classes with fellow-students who were blind. Lawyers who are blind have been active successfully, not only in their offices and in the courtrooms throughout the United States, but also in many areas of public service, such as judges or legislators at the local and state levels.

But it must be emphasized in closing that there is a tremendous amount of public relations work which must be done in order to acquaint the potential employer of a political scientist or lawyer who is blind with the facts concerning the competence of such an employee. Because many persons have skills which they are not permitted to utilize because their sighted friends "cannot imagine how a blind person can do that kind of

work," an active program must be continued in order to educate Society to the realities concerning the usefulness of a professor or of a lawyer who is blind. We who are blind must take the lead in this program of public relations.

BLIND PERSONS IN PUBLIC SCHOOL TEACHING

(a summary)

*J. W. Lieber, Principal

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Speaking on the subject of blind persons in public school teaching at Group B's Evening Session, Mr. J. W. Leiber, a blind public school principal from Lebanon, Illinois, with several years of previous experience in schoolroom teaching, emphasized the importance of mental alertness, physical health, and emotional stability as basic qualifications for anyone interested in entering his profession.

Any program of college preparation for teaching should be strong enough so that the person can qualify for a number of different teaching situations, and Mr. Leiber recommended wide participation in extra-curricular activities.

On the subject of job hunting, Mr. Leiber said he thought a prospective teacher should apply for anything and everything for which he considers himself qualified, keeping in mind that a small community may be better than a large one. By way of assuring himself an opportunity to state his case in person to hiring officials, he should make certain that recommendations obtained from his college or elsewhere avoid any reference to a visual problem. When granted an interview, the applicant should say as little as possible about his visual limitation, since the hiring official will take all necessary initiative in this matter. The candidate for a teaching position must, of course, be prepared to explain to a prospective employer how he will manage to do the job. He should be prepared to be turned down more times than he believes possible. The provision of travel money was seen as a major contribution which might come from the state rehabilitation agency—in greater amounts than the rehabilitation agency might think possible. While the applicant should be willing to accept help from any possible source, he should be prepared to depend on himself, if no help is given.

At the point of entering on his job, the blind teacher should become completely familiar with the physical lay-out of his building. It will not take him long to find out who are the better students, and these better students can be of great help to him. Acting as a kind of chairman, he can organize the class and accomplish his ends in part through directing the efforts of others, and in so doing he can develop among his students qualities of initiative, responsibility, and leadership. With help from members of the class, there need be no problem in passing out papers or using the blackboard. A secretary in the office can help, but the importance of having a good reader is so great that, if necessary, the blind teacher should marry one. Fellow-teachers will likewise prove helpful in more ways than can be imagined. While the teacher may not always agree with his supervisor, he should still listen to him and learn from him what he can. Somehow, the supervisor got where he is, and close attention may help the teacher to do the same.

*Visually handicapped.

GROUP D

THE ROLE OF THE PSYCHIATRIST IN WORK FOR THE BLIND

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I feel privileged to have this opportunity to address you on this occasion, for I deem it a distinct honor to participate in your good works.

The role of psychiatrist in the work for the blind, while not new, has perhaps not had sufficient opportunity to establish itself as a useful adjunct in helping the blind toward the goal of greater usefulness, self-reliance and happier citizenship.

My Thesis Is That the Blind Receive Less Than Deserved Psychiatric Care

A review of the literature reveals relatively little reported on the psychiatric needs of the blind. Surely, it cannot mean that sightlessness improves the emotional climate, so that the blind have lesser need for psychiatry than the rest of the population. Estimates for the psychiatric needs in the United States indicate that about one in ten, or one in twenty, will require psychiatric assistance in his lifetime. To transpose this to the blind population, it would mean that 15,000 to 25,000 of the blind could use psychiatric help. My experience tells me that any serious handicaps add to the stress of living, so that we can safely say that blindness will increase the possibility for emotional problems.

Clinics which availed themselves of psychiatric help reported benefits to the recipients. Why then has there been a reluctance to use such services more adequately?

Part of the explanation may rest on the historical background of rehabilitation of the blind. Briefly, I will remind you that it was not long ago when the blind were treated as poor beggars leading a lonely, barren and dependent life. The first steps on their behalf were the poorhouse and asylum. But they had friends then as they do now. Special homes followed by special workshops gave them greater comfort and a sense of greater usefulness. This rekindled hope and courage. Progress in developing a means of communication opened a new world of experience for them, resulting in a genuine education and rehabilitation and, although methods of teaching, techniques of rehabilitation and encouragement by a few enlightened people developed, people as a whole treated them with pity and failed to establish opportunities for their rehabilitation in the community. The blind tended to remain in isolated homes for the blind and schools for the blind, kept separate from their seeing neighbors. This increased their dependence on the school and the boarding rehabilitation center. I want to point out here that the blind themselves were among the leaders who developed the methods best suited for their own rehabilitation.

Traditional Methods Have No Room For Psychiatry

But the community itself became increasingly aware of the needs of the blind, establishing increased benefits in the form of pensions, and creating greater opportunities for their useful incorporation into the community. In the last few decades, an increasing number of blind have been encouraged to live at home and attend special day schools, helping them to develop a sense of belonging to the community again. But it was noted that, in spite of good social work, in spite of good teachers and adequate facilities for rehabilitation in the training centers, many failed either to adjust

to the environment of the school or, having become educated or trained, they failed to use this training. They often returned to the parental home or the local community to remain unhappy individuals.

Can Nothing Be Done To Improve Their Plight?

But the emphasis has continued on the physical handicap. It has been difficult for some of the workers for the blind and teachers to note that they are individuals and have individual problems of adjustment, not necessarily equated with blindness. The common denominator of blindness has obscured the individual differences stemming from different parental homes and experiences, although many observing teachers and workers for the blind recognized that these individuals needed further help—other means by which these maladjusted individuals could be reached.

This brings me to the next reason for failure to recognize need for psychiatry in work for the blind. It is a natural tendency to ascribe almost all pathological processes to an obvious cause. The person is blind; therefore, his poor social, emotional and economic adjustments are due to blindness. Nothing can be done about his blindness; ergo nothing can be done about his problems. You and I are well-acquainted with this type of reasoning and reaction in trying to overcome any well-grooved traditional idea.

Another resistance to psychiatric help is not exclusive to the handicapped. It is one of which we are all guilty. I must confess that, although resistance to psychiatry has lessened greatly since World War II when its glaring need was sharply focused, we are still reluctant to go to a psychiatrist for examination or treatment. The attitude that our friends and neighbors will think we are "crazy" frightens us. I believe this is now a diminishing factor and, in some instances, we find patients discussing their latest psychiatrist with avid enthusiasm at their bridge games.

Paternalistic Attitudes—Friend, Teachers, State

More and more, are we becoming aware of individual differences and individual potential for growth. With that awareness, we then note that the blind have their problems of adjustment like other people, in addition to the ones created by the handicap itself, that at times they fail to find the happiest solutions for themselves and others. They are not fully conscious of the reasons for the maladjustment and they cannot find the answers in their teachers and workers. Sometimes they find it difficult to go through their training required in the industrial home for the blind. Sometimes they fail in adjustments with their neighbors and their community. Sometimes, having received the training, they fail to have the courage or the independence to venture forth and practice their occupations. The sense of special sympathy, protection, pity and downright spoiling for too many years has interfered with their independence. The tendency to blame their affliction is too tempting to throw away.

There are two broad considerations in discussing the blind: (1) Those who were born blind or acquired it at an early age in life, and (2) Those who acquire blindness in adult years. Again, the latter can be broken down into the younger adults and the elderly. I will not go into the causes of blindness, but fortunately the younger group is diminishing. Suffice it to say, however, that it is estimated that there are more than a quarter of a million blind in the United States. In the past few decades the children have been encouraged to remain home if possible, attend day classes and otherwise participate in the experiences of the seeing child. This experience, no matter how well acquired, still becomes a problem to the blind child. His handicap will interfere with full adjustment and range of activities permissible to the seeing child. Although the first period of life does not have to be an especially traumatic one, as he grows, the child becomes conscious of his difficulties and differences. Like any child who is made to feel different for any reason, he has an additional problem with which he must deal. You are all well acquainted with your own feelings and fears when you are either too tall or too short, too skinny or too fat, handicapped by any disability or other, how resentments develop because of these differences, and if only temporary, need not leave any serious scar upon the personality. But one that is of a permanent nature, such as blindness, can result in strong

feelings of inferiority, dependence, chronic resentment, aggressive behavior, hostility, as a permanent mark on the individual. Feelings of inadequacy and discouragement can interfere with progress and rehabilitation. Again, the meeting of this type of problem when it first develops, with proper examination and treatment, may avoid difficulties in later life.

The adult blind call for a different readjustment. It is an accepted observation that chronic disability is more feared than death. I recall this experience with war veterans who have repeatedly mentioned this to me. I should like to state also that a sudden loss of sight is one of the most feared disabilities. It requires a most profound psychological and emotional reorientation toward every aspect of life. But, again, most people have the reserve to make the adjustment. It appears more often that failure to do so is dependent upon difficulties in the pre-existing personality. The blind must realize and accept the fact that he is a different person. His capacities, interests, social position, body image, aspirations are all affected and, until he accepts this, his rehabilitation cannot proceed.

The first stage is that of sudden loss or shock, numbness, inability to think or feel. His ego strength will determine how soon he will recover from this shock stage. It appears that this must be followed by a period of depression which should be encouraged and not interfered with, just as mourning is appropriate after the loss of a loved one. In this depressed state he has strong feelings of self-recrimination, hopelessness, self-pity, lack of confidence and retardation. No false hopes should be raised about his vision if there is no genuine hopefulness. It will only make him more bitter and harder to reach later on. Parents, friends and even doctors have been guilty of this, to the disadvantage of the blinded person. Many elements will tend to prevent the person from accepting fully the hard truth and he will easily fall prey to false hopes. No attempts at rehabilitation should take place during these stages. It is later that encouragement toward independence and growth, especially with well-trained blind teachers, takes place. He must again "see" how he can become useful.

The aged present a special problem. Often there are multiple disabilities. There are limitations of learning, concentration, and courage, already tried by life's tasks, wanes. Yet, they should not be forgotten and left in their beds or rocking chairs. Many are deserving of encouragement and attempts at rekindling the spirit to learn, to read, to get about, so that they may again feel useful to themselves, if not to others.

I have tried to sketch briefly some of the many problems which face the blind person and which are not necessarily the result of this physical handicap.

What Can the Psychiatrist Contribute To Ease, Alleviate or Help?

First of all, I want to say, that this is a field that offers the best kind of use of teamwork. The psychiatrist can join this team effectively. Together with psychologist, social worker, teacher, worker for the blind, volunteer, he can help to lay down those principles and create that atmosphere which may permit the child to develop optimally in spite of his handicaps. This is no more than we do for the seeing child. Should the blind child receive any less? There is need to recognize that this child may have special needs on the basis of being an individual and not necessarily on the basis of blindness, that there may be behavioral and emotional problems related more on the basis of parental difficulties, sibling rivalries, and other stresses, to which blindness only adds aggravation and greater difficulty to deal with these very problems. I might add here that the custom of planning residential schools for the blind in small communities, away from large medical centers, adds to the problem of getting adequate psychiatric consultation.

Once the person has reached his adult years, he is faced with choices which he often has difficulty in making. Too often dependency has been so ingrained that he becomes satisfied with his state or Federal pension and makes no attempt at vocatonal rehabilitation. Again, he may decide or may be encouraged to find work suitable for him and may find it difficult to adjust. Or he may be recommended for further training and rehabilitation in one of the industrial schools for the blind, only

to find his adjustment there difficult. It may even be his first separation from home and the new freedom may be overpowering. I have been advised that an evaluation of his personality make-up prior to his residence at the industrial school for the blind may avoid unnecessary difficulties and tensions. Recommendations may be made which would be very valuable to his teachers and workers or treatment in residence and which may hasten his rehabilitation or not keep him there at all.

The problem of sudden blindness in the adult is of special importance in its early phases. These need to be recognized and dealt with accordingly, so that he may be able to go on in his adjustment without interference. As mentioned before, the person must recognize his disability and accept it for what it is and not for what he should like it to be. Again, here we must recognize that there are certain aspects of the pre-existing personality which must be recognized and not ascribed to the state of blindness. False hopes about recovery of vision, when no such hopefulness is possible, is a genuine interference with his rehabilitation. This is especially seen in the person who is not completely blind. He often attempts to work both sides of the street. Failure to accept his limitations may make him seek adjustment with seeing people but, because of his handicap, he cannot compete with them and he fails. He then becomes bitter, irritable and grossly dependent, avoiding rehabilitation. Proper psychiatric treatment may avoid development of this attitude.

Again I want to emphasize that statistically a certain number of people are in need of psychiatric help to assist them to be more useful, happier individuals. Blindness has added a burden that can only aggravate maladjustment. The home teacher, the social worker, friends and relatives have often tried to deal with emotional problems. They are to be congratulated on their relentless efforts, courage and commonsense which have guided their steps in working with the blind. They are the ones to whom the handicapped will and should turn first with their problems. When they fail, they should have an opportunity to obtain psychiatric help. The blind should have the same opportunity as the seeing in getting this assistance. Because often they are economically unable to obtain it from private sources, it must be provided for them.

THE USE OF VOLUNTEERS BY RECORDING FOR THE BLIND, INC.

Mrs. Lois Klein, Chairman, Chicago Unit

Recording for the Blind, Inc., Chicago, Illinois

Recording for the Blind, Inc., is the only organization recording, on a national scale, textbooks and other educational material for the adult blind. It was started in 1951 under a grant from the fund for Adult Education, an organization established by the Ford Foundation. Recording centers, called Units, were activated in Chicago, Denver, Los Angeles, Louisville, Phoenix, Oak Ridge (Tennessee), and at the University of Georgia in Athens, as well as in New York. These units are equipped to read everything from poetry to the most complicated scientific books. The books recorded are those not readily available in Braille or on the Talking Books of the Library of Congress. The standards of the organiaztion are constantly rising, and the technique of recording is constantly improving. Our progress has been so rapid that Units in other large cities are in the process of being organized.

Begun exclusively as a volunteer project, it still relies in the main on volunteers, although in some Units, and in the National office in New York, it has been necessary to employ some people to carry on the terrific load of work.

The Chicago Unit is still exclusively volunteer. The Chairman, Vice-Chairman, and Secretary share the responsibilities of the gen-

eral duties, dividing the work-week as equally as possible. The greatest number of our volunteers are readers, but we also have others: Braillists who Braille the index of each envelope of records sent from the Unit; other volunteers who check records, that is, they "proof listen," checking the records against defects as well as checking the work of the readers against the ink-print copy; other volunteers who make labels for each disc; others who send the records to the student, making careful note of the date when each one was sent; still others who do general office work. Some volunteers are so devoted to our work that they do more than one of these duties.

While most of our volunteers are housewives, others are teachers, lawyers, radio personalities, professors, and the like. Our work attracts a large number of men who find the quiet of the recording booth relaxing. We are especially proud of our evening personnel. The supervisors, readers, and checkers are employed people, secretaries and others, who devote one or more evenings to our work. They are extremely dependable because they are accustomed to schedule, routine, and following orders.

Since the readers make up the largest portion of our organization, it may interest you to know how they are chosen. When one volunteers to be a reader, he must first make a voice test in our studios. This test is sent to a committee of blind persons which grades each test. Only those passing this test are accepted as readers. After passing the test, the reader is then trained by a supervisor, using only the technique established by us. Depending on the quality of his work, we may be able to use one of his first records. Checkers constantly make notes of criticism as they listen to the records, constructive criticism if possible. For the most part, readers improve rapidly and consistently.

Since most of our "clients" are students, we try to keep ahead of their assignments, sending the discs out just as soon as they are found to be acceptable. They go to students, professors, and others all over the country; to Texas, Minnesota, California, New Jersey, anywhere they are needed. When the original user no longer needs the records, he sends them back to us, and they are then circulated through the Books for the Blind Department of the Frederick Hill Branch Library to other qualified users of recorded books.

We are constantly trying to improve our technique, and therefore we are embarking on a program of tape-recording. From the master tape, as many recorded copies of each book as are needed can be made, and damaged or lost discs can easily be replaced. As more and more visually handicapped people call upon us for help, we try to add more readers, more physical equipment, more space, more of everything. Since each Unit is self-supporting—through volunteer contributions — we always have the problem of meeting our budget, so we are looking for many more volunteer contributors.

Chicago is a sprawling city, and we now feel that we can best meet the challenge of expansion by organizing sub-units in strategic parts of the city and suburbs. By January, 1958, we hope to have three sub-units organized and in operation. We also hope to expand the operations of our main Unit studios.

In the last three years we have more than tripled our production. To keep pace with our plans, more and more volunteers will be needed in every capacity.

If you have any questions, I will be happy to answer them at the end of the evening.

THE USE OF VOLUNTEERS BY THE BLIND SERVICE ASSOCIATION, INC.

Mrs. Viola Ezekalian, President

Blind Service Association, Inc., Chicago, Ilinois

May I bring you greetings from Blind Service Association, and wish you all an interesting, profitable and delightful visit in Chicago, this week.

Blind Service Association was founded in 1924, by Mrs. Gottfried D. Bernstein, now Honorary President. This volunteer service organization, dedicated to the welfare of the blind, is maintained by free-will contributions and memberships. Now starting our 34th year of free service, we employ only one full-time office secretary, and since the fall of 1953, one part-time reading-room secretary. All others are volunteers, including the Board of Officers and Directors, numbering 36 men and women. Many of these are professional people, lawyers, physicians, dentists, nurses, teachers, and trained business women and men. Most of them are actively pursuing their professions, as well as serving B.S.A.

Directors are elected to the Board, and in turn, are elected officers from the directorate, and are charged with the responsibilities and administrative duties of the Association.

Chairmen and committees are appointed by the President, for all regular and special activities, from among the officers and directors. For some special events, the committees are augmented by additional helpers from the reader group.

Every year more than 300 volunteer readers, workers and office helpers, and scores of recording-readers and workers are carrying on their special group work, together with the Board members performing effectively all of Blind Service objectives.

Volunteers come to us through personal contact, and newspaper publicity about our work. We seem to be especially blessed with more than adequate numbers, and faithful service; many volunteers at the present time are veterans of three to twenty and more years of service without pay.

Having such varied services as: reading, recording, lunches, guide dog, sale, welfare, fund-raising, Thanksgiving and Christmas parties, readers tea, Annual Meeting, membership, etc., permits wide latitude in a variety of interests and qualifications. All these are handled through committees of volunteer Board members.

Training for most of the work consists chiefly of "on the job" learning and helping. Aptitude, talent, special ability, or likes and dislikes come out quickly and decisively in practice. Qualifications for the particular job brings its own rewards in assignments. However, we have come to believe that we cannot demand nor command anything of volunteers that they are not freely willing to do. So it is that they themselves reveal whether they can be useful to an organization or not.

Established standards and methods are maintained. Non-members are given a reasonable choice of work, and no administrative nor policy-making responsibilities.

Pins, citations, honorary mention, reward the volunteers for stated hours of work, although we find that a great many of our volunteers care little for awards, claiming that the mutual benefit and joy in the work itself is immensely satisfying.

Our work is too urgent to allow catering to prestige seekers and self-indulgent entertainment angles. People who have spare time, willingness to work in prescribed patterns, a deep and serious belief in the necessity for this kind of benevolent aid, always make the best and most productive workers.

And I say, God bless them in their efforts! We are thankful for them, as are the happy recipients of Blind Service Association's beneficial services, all designed to help blind and seriously visually handicapped people become self-supporting and productive members of Society.

THE USE OF VOLUNTEERS BY THE JOHANNA BUREAU FOR THE BLIND, UNITED ORDER OF TRUE SISTERS

Mrs. Theodore Stone, Co-chairman

Johanna Bureau for the Blind, United Order of True Sisters

Chicago, Illinois

"How far that little candle throws its beam, . . . " An idea of a few devoted women over thirty years ago—a Braille cookbook as a wedding present today!

The United Order of True Sisters, Johanna Lodge No. 9, felt the need for hand-transcribed Braille. A small group under the auspices of and with the supervision and cooperation of the Chicago Public Library, formed the Johanna Bureau for the Blind. Then, as today, it is one of the most important philanthropies of the Lodge. The Bureau receives its principal support from Johanna Lodge, although contributions are made by many individuals, groups and other organizations.

The Chicago Public Library furnishes us with a room for training new transcribers and facilities for storing our Braille, as well as help in shellacking, collating and binding, and secretarial service—especially for copyright permissions. All this has combined to establish the Bureau as one of civic and national stature. We work directly under the supervision of Mr. Al Skryzpek, head of the Department of Books for the Blind of the Frederick Hild Branch of the Library. All books for general circulation are selected by a committee of the Library.

The Johanna Bureau for the Blind is directed by a group of volunteers, completely non-sectarian in its set-up as well as its work. Regular monthly meetings are held by the teacher to discuss any problems or bring up any new material. General meetings are held twice a year for all transcribers—a workshop in the fall and the annual meeting in the spring at which time certificates are awarded to those new transcribers who have passed their Library of Congress test and completed a minimum of 200 pages of good Braille.

We give individual lessons from a manual written by two of our members which includes not only Braille practice work but marking paragraphs for general acquaintance with the rules and contractions. A certified blind proofreader is at the Library every Wednesday from 10-12 to proofread the students work. (A few are taught at home by special arrangement.) The Bureau has devised several forms which have been mimeographed for the guidance of proofreaders as well as transcribers. In this way, all of our work is carried on on the same standard.

The Johanna Bureau for the Blind supplies Braillewriters as well as all paper for each transcriber. The work is done at home. The machine is the sole property of the transcriber as long as he or she maintains our standards of quality and quantity — approximately 25 pages a week, 50 weeks a year. All Braille is proofread twice by blind readers before it is shellacked. Duplicate proof sheets are sent to us so that we can maintain a close check on the work of our transcribers as well as our proofreaders, and thus maintain our quality.

We use a minimum amount of newspaper publicity, finding that most of our new workers are recruited by word of mouth or through various groups with whom we cooperate. The Federation of Temple Sisterhoods and other groups in the Chicago area, and individuals interested in this type of work, find their way to the Chicago Public Library and The Johanna Bureau for the Blind.

At the present time 50 per cent of our work is for general circulation in the Library. These consist of fiction, non-fiction, sports books, and we are now building a fine collection of children's books. The other 50 per cent is

"special" work, which is only done by our best transcribers. Of our group, five work in music exclusively—all instruments, band and voice—and they are always busy. They work for teachers, students and those studying for advanced degrees or recitals.

Our schoolwork, in all subjects, ranges from first grade through a doctor's degree in mathematics. Our arithmetic has been done in the Nemeth Code for the last two years, though, I must interpolate here, that for some of the higher mathematics, special symbols were devised by the student and transcriber.

We have transcribed a mechanical drawing text. The student then devised his own tools. Both the text and implements have been used by other students. We have transcribed texts in Greek, Latin, German, French and Spanish, as well as short Hebrew portions. We have done insurance tables, telephone directories, cookbooks, piano-tuning manuals, knitting instructions, the care of parakeets, and others far too numerous to mention. School and special work is bound in temporary binders so that the work is not delayed.

Unless the recipient needs the book for further study, it is returned to the Library shelves for future circulation. Our work is done for people all over the country—individuals, as well as public, private and parochial schools. No work or supplies are ever paid for by either the transcriber or the recipient. Our approximately 125 transcribers have averaged over 70,000 pages of Braille in the last three years. The 1956 total was almost 84,000 pages.

THE ROLE OF THE VOLUNTEER IN WORK FOR THE BLIND

Mrs. Elizabeth G. Watkins, Member of the Advisory Board

Volunteer Bureau of the Welfare Council of Greater Metropolitan Chicago

and

Administrative Assistant, Cook County Department of Welfare

Public Assistance Division, Chicago, Illinois

The Volunteer Bureau of the Welfare Council of Metropolitan Chicago was organized in August, 1942, as a result of problems of adequate staffing felt needed by most health and welfare agencies during World War II. Because of staff shortages, many agencies which had never used volunteers found it necessary to consider areas in which volunteers could be used to supplement the work of professional staff. At the close of the war, a thorough evaluation of the purpose and function of the Volunteer Bureau by the Welfare Council of Metropolitan Chicago and community agencies indicated the need for continuing the agency, and it was permanently established as an integral part of the Welfare Council of Metropolitan Chicago in 1947, supported by funds added to the Welfare Council's budget by the Community Fund.

Since the opening of the Volunteer Bureau in 1942, more than 25,000 persons have registered for volunteer services. In the early days, the emphasis was on recruitment, training and placement of volunteers. However, as time went on, it became clear that unless agencies were willing to develop sound programs and the kind of standards which insured effective use of volunteers, that the Volunteer Bureau, in addition to recruiting new volunteers, would be constantly in the position of filling up the gaps made by those who dropped out because of dissatisfaction. Many agencies had their sources of recruitment, but only a few had given serious thought to criteria for good volunteer service. More and more the Volunteer Bureau was called upon to consult with agencies and assist them with their programs. At this time such consultation constitutes a large

proportion of staff time. To meet the need for developing standards for good practice and procedures in volunteer service, the Volunteer Bureau sought the advice of the professionals in each field. Liaison committees were established with each Division of the Welfare Council, Family and Child Welfare, Recreation and Informal Education and Health and their affiliated agencies. These committees still continue.

All committees serve in an advisory capacity to the Volunteer Bureau, assist with the training courses, and consider methods of improving the standards for volunteer service in their respective fields. Although recruiting still continues, and much time is given to the necessary publicity related to this function, the campaigns are, in the main, geared to the several training courses which the Volunteer Bureau, through its professional liaison committees, sets up for groups of agencies in the separate fields. However, assistance in recruitment campaigns is given also to a number of individual agencies, who screen all their volunteers through the Volunteer Bureau.

The general purpose of the Volunteer Bureau is to serve the community in the development and maintenance of volunteer service in the health, welfare and civic agencies. To achieve this, the Volunteer Bureau offers service to individuals and groups who are interested in giving community service and to agencies which are interested in establishing new volunteer programs in the recruitment and training of volunteers and in the maintenance of good standards of volunteer service.

The Volunteer Bureau primarily serves those agencies in which the volunteers serve under staff direction as an integral part of the agency program. Such volunteer services are planned and carried on as a valuable supplement to the services provided by the professional and paid staff of the agency. Both the Volunteer Bureau and those agencies with which it works accept as a fundamental principle the necessity for wise and careful selection of the persons needing and able to use volunteer services constructively, as well as the selection of the right volunteer with the necessary qualifications and abilities to work with the client.

Agency supervision of volunteers is another fundamental principle with which the Volunteer Bureau is concerned, in that the ultimate values of volunteer services as a part of agency function depend in great measure upon the quality of supervision provided. In speaking of supervision, I include the administrative aspects, such as the proper involvement of board and staff in planning for, initiating and maintaining volunteer programs, the orientation, training and on-going supervision of the volunteer, and the correlation of the volunteer service with other services of the agency to insure the appropriate assignment, continuity and termination of the service in accordance with the needs and best interests of the persons served.

The relationship of the Volunteer Bureau with agencies for the blind has not been stressed because there is no essential difference, either philosophically or in objective purpose, between services to the blind and to any person known to various agencies for various reasons. However, it is important to remember that, as volunteers, the blind have a valuable contribution to make to agencies, as shown in the following example:

One agency requested a volunteer, who could play chess, for a home-bound crippled woman. This person was reluctant to have a friendly visitor because of her inability to keep her home clean. However, a blind student was found who was able to travel and who was not bothered about the dust and disorder. This student desired reading help, and was happy to play chess with the crippled woman who in turn could read to the blind student. A very fine relationship was formed which was of mutual benefit and satisfaction to both handicapped persons.

THE USE OF VOLUNTEERS BY THE CATHOLIC GUILD FOR THE BLIND

Mrs. Robert Schlossman, Chairman of Transcribing
Catholic Guild for the Blind, Chicago, Illinois

When our Guild started, ten years ago, I was the only Braille transcriber. Then, one day, just six years ago, Mr. Lynch, our Director said to me, "Why don't you start a Braille Transcribing Unit for the Guild?" About the only answer I could think of at the time was "Who, me?"

Well, even though I didn't know where to start, the more I thought about it the more I wanted to get a transcribing unit started—but *how?*

I knew we had to start with a group of volunteers and, after discussing how to find them, we sent a small notice to *The New World,* the Archdiocesean newspaper, asking for volunteers and naming the time and the place for the first meeting. I was surprised and delighted to find a group of 19 eager women waiting for me at the scheduled time. Of that first group, 14 were certified and every one of them is still actively transcribing.

Since then, we have had several interesting newspaper stories written about our work, and every time our article appears we get a number of phone calls from women (and some men too!) asking how they could get into the work. You can imagine that we weren't bashful about telling them how. Then of course volunteers brought in their friends, and their friends friends, so that the Unit has grown year after year. The Volunteer Bureau of Metropolitan Chicago has been a wonderful source, too, for finding volunteers for our work. Today, just six years after our first meeting, we have 52 Certified Braillists, and we're still growing.

As, one by one, the volunteers became certified and ready for permanent work, we realized that we needed a challenging project, and believe me we found one that *was* a challenge!

We Braille, proofread, shellack and bind *all* of the textbooks used in the Braille rooms in the Parochial Schools of Chicago. Incidentally, these were the *first* parochial schools in the country to have Braille rooms.

This school project was started three years ago when Msgr. Cook, who is Director of Catholic Charities in the Archdiocese of Chicago, told us that he planned to open two Braille rooms in the Chicago Parochial Schools. Msgr. asked us if we felt we could Braille the textbooks needed. I said I thought we could handle it *if* they started with just the primary grades.

We figured out the quantity of texts needed in each grade and started Brailling—with one eye glued to the *deadline date!*

Because the blind children integrate with their sighted classmates, we had to Braille exactly the same textbook as the sighted children use. We also worked out a plan to have the Braille page in each copy of a text the same—that is, to set up the Braille page so that the children would all *turn the Braille page* at the same time. In this way, the teachers know that the Braille students are keeping pace with each other.

This year, we supplied all of the Braille texts for 31 children from *1st to 5th grades.* Next year, there will be about 45 children in our program who will be using the books. Right now we are Brailling for the 6th grade pupils, plus filling in with extra copies of the lower grades.

About twice a year we have a Guild get-together, and also each year we visit the school Braille rooms. In this way the volunteers can see results of their work put to good use. This helps the volunteer to realize that, for the student, success or failure may depend upon the availability of textbooks, and the volunteers interest continues to soar!

How Do We Train Our Volunteers?

The volunteer comes to our Guild office where I give the first lesson. The rest of the lessons are handled by correspondence.

Individual supervision is given to each student by a group of volunteer instructors, all of whom received their Braille training from the Guild. After the student has completed the prescribed lessons, he is turned back to me for the series of test work, and certification. And then another volunteer is ready for a textbook to Braille.

The course takes about six to nine months to complete, depending of course on how much time the volunteer has to devote to the work.

The volunteer does all of the Braille work at home, and then it is sent to the Guild Office, where it is proofread and returned to the transcriber for correction. The Braille is read twice to make certain that the text will be as near perfect as possible.

We have a regulat workroom at the Guild Office, where volunteers come to help with other jobs in the project, such as: Shellacking the Braille pages; making book covers; collating and binding the texts; and a host of other jobs. All of these things are done by volunteers!

In three years, we have Brailled 325 textbooks. This totals 1,625 Braille volumes. This is a never-ending project because, from time to time, the textbooks are revised, and the work has to be done all over again.

People ask "what are the requirements" to be a volunteer Braille transcriber? Generally, the only requirements are time to do the work, and the will to do it! At least 50 per cent of our transcribers are working people. They do their Braille work at home in the evenings and on weekends. Some few just don't have the necessary aptitude (whatever that means!) Well, for them we still have the shellacking, collating and binding—and they love it!

We believe we have a big project and we are meeting our schedules, but none of this could be accomplished if it were not for the volunteers answering the call to service!

GROUP E

THE ROLE OF A PSYCHOLOGIST IN AN AGENCY PROVIDING STATE-WIDE SERVICES

*Lyle Thume, Psychologist
Southwest Rehabilitation Center, Little Rock, Arkansas

When Mr. Hanson suggested that this paper be presented, he stated that it might provide those of you in the audience with some food for thought. On the contrary, I think it has provided me with food for thought as to what the role of a psychologist in an agency is or might be.

People in professional work for the blind have been attempting for many years to break down tendencies to classify behavior or personality merely on the basis of blindness itself. This task has been difficult for many reasons, but one of the main ones is that in many instances there are particular problems of blindness which must be met with some degree of particular techniques. This fact has probably created one of the chief barriers which has resulted in over-specialization of "Education of the Blind,' "Psychology of the Blind," etc.

*Visually handicapped.

It would seem profitable, therefore, to begin by discussing the role of the psychologist in any agency situation.

The role of the psychologist has several obvious aspects, a few of which are: To do psychological counseling of either a personal or a vocational nature; to administer psychological tests; to be responsible, along with others on the team, for conducting group activities and group therapy; to play a role within a staff situation of trying to lead to more objective evaluations and discussions of human behavior; and, finally, to aid in the development of research projects that may be involved with the type of work your agency is attempting to do.

If we begin to discuss these various phases of a psychologist's role, we immediately encounter a difficulty which has come to be one of the primary premises of psychology itself. This premise is the emphasis that science places on individual differences, which also applies to your agencies offering state-wide services to the blind. These agencies may include everything from supervising the work of counselors or home teachers, through the operation of rehabilitation centers, sheltered workshops, stand programs, etc. Certainly, the very character of these agencies would cause some difference in the role any particular profession might play in them. Without doubt, the function of psychological counseling would transcend any agency differences. We know that it is of primary importance in the Rehabilitation Center, and it is reasonable to assume that it would be as valuable in the operation of a stand program or a workshop as industry is finding it in its operations, the importance of which is embodied in the increasing emphasis being placed on personnel work. The type of counseling that can be done will, of course, depend on the resources that the agency has available and its personnel needs (whether part-time or full-time). The training and background of a particular psychologist will bear on the type of counseling that he is able to do, as well as on the type of referrals the agency receives.

In coming back to our original assumption that blind persons have no particular corner on mental health or on emotional disturbance, we can assume that these counseling needs would roughly parallel those that would be found in other employment situations. Whatever the type of counseling used, it should be assumed that the psychologist's role will not be that of a disciplinarian. In cases where he is dealing with individuals whose problems are those which are encountered in the normal course of living, but which create temporary upsets, a non-directive approach may be very profitable. Again, one of the special techniques which is required in working with blind people may be the provision of special knowledge or information to the individual in coping with a problem which is novel to him, and therefore one which he does not possess the inherent resources to overcome.

Within certain agency structures, the psychologist may also become a valuable referral person. If he is playing the role we have just discussed, he is likely to discover the client's difficulties at an early stage. It is always vital that whatever understanding has evolved be communicated in report form and in understandable language to all other members of the team whether within or outside of the particular agency. In many cases, he may be the person to make a medical or psychiatric referral. At national conventions, it is customary for psychologists to treat with humor the practices of psychiatrists, for psychiatrists to do this in terms of social workers, and for social workers to do this in terms of both psychologists and phychiatrists. Nevertheless, from individual experiences in dealing with these professions, practice seems to contra-indicate our more superficial statements. There is generally a welcoming of the aid of all the disciplines.

An example which illustrates this type of cooperation is the case of W. He was a middle-aged man who lost his sight as a result of a disease process, which may also have contributed a great deal of rigidity which was present in his personality. He had operated a stand in the Arkansas program with moderate success. Several years ago, there was a serious decline in his business, which fact was brought to the agency's attention as well as the fact that he was having difficulties in dealing with his customers. Through the cooperation of Vocational Rehabilitation, he was referred to the Rehabilitation Center,

even after several years of moderately successful stand-operation. During the time he spent in the Center environment, he expressed little interest in an alternative vocation, and no particularly strong aptitudes in other directions were observed. Through further cooperation, he was referred to our psychiatric consultant. There was a second referral to medical resources, which indicated there was no apparent further progression of the disease process.

At the time he entered the Center, a verbal attitude of cooperativeness was expressed, but there was a hesitancy to admit limitations or other causes for his difficulties. After counseling, while still at the Center, he was placed in a number of vending stands which were highly supervised. Throughout all of this process, difficulties were brought out which showed that W. was having trouble in the use of his sales techniques, with independent travel, and in dealing with his customers. It is believed that these difficulties were responsible for some of the frustrations that were leading to problem behavior. After about a three months' period, he was returned to his old location and has been able to carry on until the present.

The administration of tests is another important area of psychology. Bauman, Watson, Hayes, and others have made, and are making, important contributions in developing testing procedures appropriate to blind subjects. At the present time, the entire field of testing is finding rather wholesale acceptance. We are now able, better than ever before, with some degree of accuracy to measure general ability or intelligence, aptiudes, interests, and certain specific personality factors. Many of the available tests are fully applicable to blind subjects, and the trend is to use these tests without major revisions. This practice is again consistent with our philosophy expressed at the beginning of this paper. Some special adaptations have been made in aptitude and personality tests, but these are, for the most part, to measure some specific phase of adjustment to blindness. Some modifications are also necessary in the administration of tests, especially where the subject cannot read objective questions. Normative data is also being gathered on the performance of blind subjects, partciularly on aptitude tests. The variables that these tests measure may not be the same variables that are measured when a sighted subject takes the same test. The Pennsylvania Bimanual Work Sample is an instrument illustrating this point: Eye-hand coordination and speed in hand dexterity, we believe, are the factors being measured when administered to a sighted person, but the slower processes of nerve and muscle memories are involved when a blind person takes this test. It is also my belief that, with only very rare exceptions, any test which can be taken by a blind person can be administered by a blind person, if he happens to be trained in the field of test administration. We have found this to be true in the case of Wechslers, Kuders, Rotters, and aptitude tests.

More important than talking about particular tests is a discussion of what tests are good for and what they are used for. These last two purposes may often be very different: Tests are often used to do things for which they are not designed. Only a few weeks ago, in talking to a 20-year-old partially sighted girl about her vocational aspirations after graduating from a public high school, I was given a response of a catagorical statement of her percentile scores of the Kuder Preference Record with the conclusion that she would undoubtedly do best in the clerical field. Several things are wrong with this conclusion as it stands. A general interest test does not take into account many other factors she should have been considering. The graver error that was being made was that the client was shifting the responsibility for her decision to a more or less magical testing formula. Just as people develop dependent relations in a counseling situation, it can also occur in testing, and, while part of the role of the psychologist is to administer tests and interpret their data, an equally important part is to guard against the misuse and exaggeration of test material. He should do all in his power to aid the client in making his own decisions. The test itself is no sacred solution to any vocational or emotional problem. It can perhaps act as a compass pointing in an appropriate direction, but it is *never* a roadmap outlining the route with its many significant detours. There are some factors of attitude, motivation, and available opportunity, not measurable by tests, which upset the best

of our predictions. These are the things that makes so inconclusive the statement contained in a report I read last year, suggesting that an IQ of 130 should be expected of a blind person before enrolling him for college training. We know of bright-normal college students on honor rolls and of superior students who drop out. These criticisms are not made to defeat the role of the psychologist, but only to try to define it in some of its realistic terms.

In different agencies, the part the psychologist may play in group work may vary widely. In a rehabilitation center, group recreation, group discussions, and psychodramas which help a person to express and to understand his role as well as that of others are distinct advantages. These practices may in some instances do a better job, and, in terms of time-saving, may be more efficient than individual counseling. At another level, some importance can also be attached to the general value of a recreational program in connection with any type of agency, providing it actually develops opportunities for the client or trainee to express his own talents. Any type of democratic group organization will have a distinct morale advantage for all persons related to a particular agency, examples of which are persons working in a sheltered shop, operators in a stand program, or some other type of group. A feeling of identification with the over-all purpose of the agency and comradery with each other will develop from these. The psychologist can play a constructive role only in cooperation with all other members of the organization's staff.

In regard to the staff relations, due to his background and training, the psychologist is a person who would likely provide an opportunity for other staff members to ventilate and to state their problems to him or in group staff conference. In general, his role is not one of passing judgment, but one which tends to assure all other staff members of their valid right to express their theories and opinions in an accepted manner where suggestion and criticism can be tolerated. Undesirable results can occur if the psychologist assumes the role, or if other staff members or administrators assign him the role, of using psychology to evaluate the techniques and procedures of staff members with whose departments he may not be familiar. A teacher in a school, or any other staff member, would certainly become threatened and suspicious of the psychologist who, they thought, was going to evaluate the effectiveness of his teaching methods. While psychology may be a valuable asset, it must be remembered that it is not a substitute for other disciplines. While education uses psychiatric and psychological techniques to further its methods, in the field of education, as in many other fields, it is the educator or the department head who must be the expert on the workings of his department, and the psychologist here becomes only a resource person.

Again, the background and training which most psychologists acquire makes them persons who are to some extent equipped to work in a research framework, with the idea of gathering evidence and information that will make it possible for the agency to increase the effectiveness of its techniques and to evaluate the successes that it is having. Being a psychologist, of course, does not automatically equip one with an imagination, but there should be enough familiarity with statistics and laboratory technique so that flaws in judgment or flaws in research plans that might lead to spurious conclusions could be pointed out and otherwise sound projects could be protected from going amiss.

New ideas in work for the blind, as well as modern psychological research, have taken rather rapid steps in recent years. Both, at different stages in their development, have had to exert strong efforts to become scientific in their operation, and so it is perhaps appropriate that the psychologist begin to take his place in the field of work for the blind as at least partly a research person.

The advent of Public Law 565 is something with which we are all familiar and which is having significant consequences. I recall someone saying at this convention two years ago that it would take many years to observe all of the consequent developments of this law and that changes would be slow. Certainly the former part of the statement is true, but I am beginning to wonder if the changes will all be slow. In two years, some rather spectacular things have happened. One of the things we have observed in the Rehabliitation Center, and I feel rather sure other agencies have noted the same phenomenon, is the

referral of what we might term "more difficult clients." By this reference, we include persons with multiple handicaps, older people, and people who, unfortunately, under the old philosophy, would have been classified as "unfeasible." This innovation should be a source of satisfaction rather than of concern to those of us working in rehabilitation setups. It is also a challenge.

If, with the increased emphasis that the public is placing on rehabilitation, which is being expressed through this and other more liberal types of legislation, we are unable to offer greater services to handicapped people, we will have no justification for continuing our increased grants and other public and Federal benefits. If we are unable to do this, rehabilitation like many other American fads will very likely pass. It is, therefore, the immediate need of all rehabilitation to show results. Certainly, in dealing with many clients who are having greater difficulties than many we have encountered in the past, and with the greater resources with which to work, all fields must be called upon to provide the best of their services. The psychologist's role is designed to help him understand how the individual client feels about his handicapping condition. It has long been believed that the individual's feeling about this handicap may actually be a greater limitation than the handicap itself, and, in the cases of some of the more severe or multiple-disabling conditions, this sounds an optimistic note. If a positive and realistic feeling about the handicap can be aroused in the individual, his likelihood of overcoming it is much greater, even though the handicaps be many and limiting.

In closing, I am reminded of a statement made by Dr. Braceland, former President of the American Psychiatric Association, to the effect that our purpose may be to equip the individual with the special skill that is living. In considering the role of the psychologist in the agency, I think there might well be a modification made to this statement, to the effect that his role is to take the place of a person on the team whose purpose is to let the individual equip himself with the special skill that is living with his limitations and abilities.

CHALLENGES TO REHABILITATION AGENCIES SERVING BLIND PERSONS

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Summary of Remarks

Mr. Aycock stated that never has there been a more challenging time in work for the blind, nor more opportunity to meet the challenges. The success achieved by individual blind persons in a great variety of occupations in recent years has done much to create a more positive attitude towards the potential of persons who are blind, and has resulted in added support for expanded legislation and increased appropriations, at both the Federal and state levels.

The broadened legislative authority and increased funds, together with the improvement in rehabilitation facilities and rehabilitation

techniques, present an urgent challenge to rehabilitation agencies serving blind persons to take full advantage of opportunities now available to more adequately serve persons for whom they have responsibility.

Mr. Aycock briefly reviewed the effects of the more important Federal legislation since the 1920 Vocational Rehabilitation Act, including the Randolph-Sheppard Act of 1936, Public Law 113 of 1943, and the far-reaching effects of the 1954 Amendments. The positive results of the programs resulting from this legislation are evidenced by the fact that there are more than 25,000 blind persons gainfully employed in the United States today and approximately 4,000 are achieving rehabilitation each year through the State-Federal Vocational Rehabilitation program.

Mr. Aycock stated that workers for the blind could take justifiable pride in the successes achieved, but must also recognize their responsibility for further expanding and improving their services to make available to all who need them the type and quality of services needed by each.

Mr. Aycock emphasized the importance of each agency developing a positive philosophy on its role and responsibility in the community. This should include acceptance of the responsibility for assisting each person for whom it has responsibility to achieve his maximum functioning level. The agency's program should be sufficiently broad to achieve this objective. An adequate legal basis is required and adequate financial support is necessary. Needed improvements in basic philosophy, legal basis, and a sound program of financing are still a real challenge to many agencies.

Another challenge emphasized by Mr. Aycock is the necessity for the full acceptance of persons who are blind as individuals, with varying desires, abilities, capacities, and interests, rather than as a homogeneous, categorized group. The latter is still the concept of most of the general public, but most important, it is unfortunately the concept of far too many persons professionally engaged in work for the blind. He urged action to inculcate the positive attitude in each agency's staff and program, and particularly in its public informational and fund-raising activities.

He expressed concern that many workers still feel that all blind persons in need of rehabilitation are known to their agencies. This attitude stems largely from the limited concept of rehabilitation of many workers and the single service practices of some agencies. Where comprehensive service programs have been developed, experience has shown that successful rehabilitations in a community have invariably resulted in applications from persons with good potentials who were not previously known to the agency.

Mr. Aycock stressed the importance of the rehabilitation center for the blind and pointed out the wide variation in agency policies in regard to their use. Some centers serving a number of states have difficulty in filling their classes, while others serving a single state have waiting lists. He urged state directors to reevaluate their policies and practices relating to the use of rehabilitation centers.

Mr. Aycock discussed the importance of adequate vocational training and the need for more use of existing vocational schools. He stated that only through the use of such community facilities can many blind persons secure adequate preparation for vocational objectives appropriate for them. The successful experience of a few agencies in the use of vocational schools serving non-handicapped persons presents a challenge to those agencies not using them.

The low vision optical aids service provided by a very few agencies and the successful results achieved through them were discussed. The expansion of these services to all states is an urgent need requiring the attention of agencies responsible for states where such service is not available.

Mr. Aycock stressed the need for increased placement activities, for more imagination on the part of placement counselors, and less dependence on stereotyped "jobs for the blind." He cited for example the increase in successful placements in agriculture, and small businesses. He pointed out the need for more and improved assistance to capable persons interested in the professions, and that these unmet needs were a challenge to all agencies.

The importance of the agency for the blind achieving professional status in the community was discussed. Mr. Aycock stated that the role of specialization and expertness was too often accepted by agencies for the blind not properly staffed or equipped to provide the services for

which clients are accepted. Blind persons whose needs in many areas could be met by other agencies in the community suffer as the result.

Mr. Aycock concluded his talk with a discussion of the opportunities agencies for the blind have for experimentation in the development of new and improved services and techniques of importance, not only for blind persons, but for other handicapped persons as well. Justifiable pride can be taken in the contributions already made in a large number of services for handicapped persons that were first proven effective through services to blind persons. He cited as examples: sheltered workshops, special education, public assistance, small business enterprises for the severely disabled, and special library services. This is a rich heritage, and carries with it the challenge to continue the pioneering role in future research and experimentation, and for the provision of the leadership essential to continued progress.

GROUP F

HOSPITAL ACCREDITATION

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The modern American hospital is a social institution created by the public — the community — nourished and supported by the public to serve the public.

A. Sociologically the hospital emanated from the inadequacy of the private home for the care of a sick family member. This evolution was slow:

1. Originally the hospital was a substitute home for the poor and indigent.
2. Now the needs of the sick have exceeded the resources of nearly all homes — wealthy as well as poor.

B. The hospital is a social agency, not a private proprietary endeavor—its assets are the people's assets and its function is to serve all of the people.

In the next development—knowledge in the health sciences has broadened and increased to the point where no one physician or person can master all the knowledge he needs to know to care for sick people in the manner modern medicine knows they should be treated. It follows logically that, because of the cost and complexity of modern medicine, we must have a focal point for the facilities and their utilization. Thus we have our hospital—not just a bed or a hotel for sick people—but an up-to-date, live institution, conscious of the needs of its people, furnishing all practical facilities, and itself keeping pace with the steady advancement of the medical sciences.

Now we have our modern hospital—not too well built in many instances, because the future was not planned for. Rather, for expediencies sake, they have grown like Topsy—with a unit added here, another one tacked on there, the hospital planned as an institution of so many beds and not planned to accommodate the rapid growth of roentgenology, the clinical and chemical laboratory, cardiac research development and surgery; many institutions grew as the reflections of one man's genius, ideas and wishes.

From all of this has grown the concept that a good hospital must provide certain facilities, but more important also, by its preformance and utilization, lives up to certain standards of excellency that makes it more than acceptable to the public, and, more especially to those in the field of medical science who understand and know what is good for people.

We then come to the question, what is a good hospital? What criteria, what yardsticks do we have to ascertain same; and, the second question, how can we improve the quality of care given to our people?

Starting around 1920, the American College of Surgeons began to develop standards for surgery in hospitals and, thanks to the almost fanatical genius and inspiration of one man, Dr. Malcolm MacEachern, this program was developed. It sowed the seeds and tilled the ground for what is now known as the Joint Commission on Accreditation of Hospitals. The American College of Surgeons program was weak in two respects. It was too expensive for one organization to handle, and it was pointed toward surgery and the improvement of the surgeon, rather than total quality care of patients in hospitals, whether medical, obsterical or surgical.

Purpose

The Joint Commission on Accreditation of Hospitals is an independent, voluntary, non-profit corporation organized to render a public service; its main purpose is to improve the quality of care rendered to patients in hospitals. Its method of achieving this goal is to established minimum standards of quality of patient care and then invite all hospitals and physicians that offer care to the sick to meet or surpass these standards by improving their services and their facilities.

Eligibility Requirements For Accreditation

The structure, organization and facilities of a hospital determine its acceptability for accreditation. Any institution which is listed in the *Administrator's Guide* of the American Hospital Association, has 25 or more beds, and has been in operation for at least one year, is eligible for survey. Eligibility extends not only to the typical non-profit, voluntary hospital operated by a religious, educational or other philanthropic organization, but to proprietary hospitals operated as private corporations, and Federal, state, county, township and city hospitals, whether general or specialized in facilities offered.

Thus, nearly 4,000 hospitals in the United States are eligible. Approximately 3,000 of these have met minimum standards for accreditation and obtained certificates attesting to this fact.

General Standards

All standards for accreditation are based on what time and experience have shown to be the best means of assuring proper care of the hospital patients. These requirements include:

1. A physical plant and administration providing X-ray, laboratory, and other facilities for the adequate nursing care, feeding and housing of patients with proper protection from fire, explosion and other hazards.

2. Restriction of the hospital's medical staff to physicians and surgeons who are graduates of approved medical schools, legally licensed, competent in their fields and ethical in conduct.

3. Maintenance of complete medical records on each patient, so that not only the doctor but all concerned in the present or future may know what was found and what was done.

4. A well-organized staff of physicians permitted to practice in the hospital according to written rules and regulations subject to the ultimate authority of the hospital governing board.

5. Medical supervision of the staff to assure that each member is restricted to what he is competent to do, and to enable each member individually and all collectively to increase diagnostic accuracy and good results of treatment.

The field representative reports his findings and makes a recommendation to the Director of the Joint Commission who, in turn, reports to the Board of Commissioners. The Board then votes to accredit, provisionally accredit, or non-accredit the hospital. The Commission subsequently notifies the hospital by letter of its action. These are the essentials of and for a first-class hospital, the wisdom to date from years of scientific progress in medical care.

Procedure

A good survey must be as objective as possible and, to this end, the American College of Surgeons shortly after World War II adopted the "Point Rating System" as a tool to help them in evaluating hospitals. In this system, a numerical value or score is assigned to every facility and category examined. Previously, it had been done in narrative form, but it was felt that a more uniform report could be accomplished by the assignment of values. The Joint Commission on Accreditation of Hospitals has modified it somewhat, but is still using this system, utilizing grades instead of points.

Essential Divisions

Briefly, the first two portions of the essential scoring report takes into consideration the actual physical plant and the administration of the hospital plant *per se.* Such things as the state of maintenance, adequacy of fire protection, segregation of patients, type of government and governing board, training and adequacy of the administrator, personal policies, sanitation aspects, evidence of patient overcrowding, are all surveyed and evaluated.

The third essential division is that of medical staff organization. It is here, particularly, that one frequently finds many deficiencies, and it might be said that a well-organized hospital is a happy hospital. The surveyors look for such things as: Are all the physicians qualified to perform the privileges assigned to them? Does the hospital have by-laws, rules and regulations protecting the patient, the physician and the hospital itself? Almost every legal case resulting in an adverse decision against a hospital is caused by poor by-laws not properly adopted by the staff and governing board. In a hospital organizational set-up, there must be provision for medical staff and departmental meetings that will thoroughly review and analyze the clinical work performed in that hospital.

Medical records are the fourth essential division. Considerable emphasis, as it should be, is placed on the maintenance of good medical records. Over 1/8 of all scoring points are placed here alone. This may seem excessive until one considers that good medical records, not only contribute to the professional care of patients, but also reflect in general the quality of professional care that is given in the hospital. The relatively large number of points assigned is a recognition of both aspects. The modern practice of medicine, with its emphasis on treating the whole patient, brings into play the skills of a variety of medical specialists and trained medical assistants. Proper management of the care of the patient by the attending physician requires prompt recording in the medical record by each member of the team. The number of consultants and assistants may vary widely, depending upon the nature of the patient's illness, but today all hospital episodes except the most minor require the services and the recording of their findings of several different members of the hospital staff. It has been well said that the material in this department is strong evidence of the standard of service to the patient, is an insight to the keenness of the medical staff in practicing scientific medicine, and should contain information for research and training.

Essentials five and six cover the departments of X-ray and laboratory. Every accredited hospital must have these departments. The extent to which these services are carried out depends on the type and size of the hospital. Where total facilities are not available, satisfactory outside arrangements must be made. Smaller hospitals unable to hire a full-time pathologist or radiologist should avail themselves of part-time service from these individuals. Good modern medicine cannot be practiced without up-to-date adequate laboratory and radiological facilities; they are a must.

The final two essential services are those of the nursing and dietary departments. Good nursing care and adequate dietary facilities mean a great deal to the patient and to the hospital. The finest quality care given to patients by an excellent medical staff can go for naught when food is poor and nursing care is slovenly. Public relationwise, they are important adjuncts of quality care.

Complementary Divisions

The complementary Service Divisions break down into departments. They are the departments of Medicine. Surgery, Obstetrics, Anes-

thesia, Physical Medicine, Outpatient, Medical Social Service and Pharmacy. If a hospital has them, they too, are judged for organization, proper records and good maintenance. Questions pertaining to death ratios, number of consultations, number of infections, etc., are asked. Any question pertinent to good care may be asked of the chief of the department or the administrator of a hospital.

Objective Examination of a Hospital

Hospital accreditation is not brick and mortar and stainless steel; it is the goal of people living up to their responsibilities, their rules, keeping good records and constantly reviewing everything to improve quality.

The Joint Commission on Accreditation of Hospitals is a powerful medical watchdog that maintains a constant guard over the hospital patient. When a hospital is Fully Accredited it means it has complied with at least 3/4 of the Commission's rigid requirements for patient service and is striving, we hope, towards the mythical 100 per cent perfection. This is fine, you all say, and a very creditable goal. The surveying of a hospital necessitates that we use only objective criteria. This is fine also, you nod. First we think of the administrator—10 to 15 years experience, graduate of school of hospital administraiton, knows his work; check him off.

Fire hazards—oh yes, extinguishers all over the place, fire doors, enclosed hoses, even a fire evacuation plan in this drawer right here gathering dust. Dietary—all O.K.; latest in hot carts, very advanced, electric toaster and coffee for patients; biggest advance in 20 years. Feeling smug and complacent now, I must tell you that such is necessary, but it all adds up to less than 1/4 of the entire grading.

The other 3/4 of the grading is an objective grading of your medical staff—your doctors, your own ultimate responsibility for the quality of patient care in the hospital. This is a different story, and usually starts off with an emotional outburst from the outraged physician and his equally outraged friend, Mr. Board of Trustees member. How can any surveyor or inspector sent out from the ivory towers in Chicago evaluate me and the quality of care I give to my patients? Bureaucracy! Loss of physician's individualism. Interference with patient-physician relationship. Did the surveyor see me operate or treat my patient? Did he examine my patient?

The answer, of course, to this is "No, he did not." No surveyor ever goes into an operating room and watches the surgeon operate; no surveyor ever lays a hand on a doctor's patient. How is it done? How can we evaluate a medical staff? Yes, and the board and administrator too? That is what I propose to tell you briefly today. The surveyor has visited the hospital, inspected the facilities and asks to see from one to four people, namely, administrator, pathologist, chairman of tissue committee and medical record librarian. He asks them to produce the following statistics: hospital death rate; anesthetic, maternal and infant death rates; number of or rate of caesarean sections, sterilizations, infections and consultations. Has your hospital those statistics available? Can they be entirely justified? If not justifiable by your medical audit, record or tissue committee, what steps are being taken to correct and avoid them?

Anesthetic deaths 1 out of 5,000 operations

1. Strangulated hernia in 75-year-old man; blood pressure 250 over 170; given spinal anesthetic—contra-indicated in above. Faulty choice of anesthetic by surgeon; died.

2. T & A; child died; autopsy showed aspiration of blood—lungs filled with blood; chart showed no bleeding or clotting time taken or, worse, routine order at hospital and on chart was 10 minutes clotting time; no one bothered to look; suction machine not working properly; both anesthetist and hospital to blame.

3. Gall bladder case: big, fat, overweight person, with gall stones; big eater — flabby tissues; small hospital, medical anesthetist engaged, nurse anesthetist assigned, so referring physician agrees to give anesthetic rather than wait for qualified person; knows nothing about spinal, intravenous and new inhalation machine; so pours ether, he knows ether; the overloaded fat heart cannot take it; patient gets blue and dies.

None of these deaths were justifiable. They are dead: Can we prevent them from happening again? Was action taken by anesthesia or

surgery department or recommendations made to Executive Committee or Board? Why not? Records, Rules, Responsibilities — they are staff's and they are yours—in this case, no. Two done at night; they died; surgeon saw relatives—poor Yorick—waited too long—I'm sorry. This, with other things, brought non-accreditation. Why? Statistics never studied; never made use of.

Maternal death *1/4 to 1% justifiable*

A maternal death in Michigan has been defined by Dr. N. Miller at the University of Michigan as any woman dying while she is pregnant.

X Hospital had 1,000 deliveries — 2 maternal deaths.

.02% terrible—no; justification—yes.

1. One woman six months pregnant; had auto accident — multiple fractures; died; justifiable.

2. One woman seven months pregnant; died; advanced diabetes—poor heart—in in hospital two months prior to death; controlled diet; blood transfusions; consultations; death justifiable.

Y hospital—3,000 deliveries—3 maternal deaths.

.01% good—no; justifiable; no—all same doctor.

All three deaths read as follows: patient eight months pregnant brought in having almost continuous convulsions, blood pressure 200/170, interne's history or history of relative shows for last three months patient has been blacking out, legs have swollen terribly, unable to sleep unless propped up in bed, has visited doctor and he told her not to eat meat and restrict fluids and activity, that her blood pressure was high and urine was bad, death was not justifiable. Why not brought in earlier and therapy instituted to help kidneys and electrolytic balance, possible caesarean, consultation?

A hospital staff and Board allowing one of its physicians to conduct himself in such a sloppy, negligent manner is itself derelict. If above occurred more than once he should have been barred from bringing obstetrical cases into Y Hospital.

Sterilizations

I'm not going into the religious aspects. I personally do not believe any sterilization should be done without pathological reasons. Yet the Joint Commission is very flexible, saying the staff will make its own rules—if staff agrees and part of rules and regulations reads they may be done for socio-economic reasons; fine—define reasons? Sterilized after 1 baby or 5 babies? Put it in writing and all staff live up to it.

Examples of abuse—pull charts on sterilizations—true examples from surveyors:

Woman age 23 — married 3 years, 3 babies, does not want more babies, cannot afford them — sterilized.

Woman age 21 — 1 child; reason for sterilization — moving to Wyoming.

Man age 30 — divorced; paying alimony to first wife and three children; wants sterilization because he cannot support possible children from his new wife — documented.

Has your hospital ever analyzed its sterilizations? Can it justify them? Has it printed rules and regulations regarding them?

So it goes. Average caesarean section rate throughout the country of 6 per cent. What is yours? Are they justified? Have you honest to goodness consultation on them or is it the old story of scratch my back, I'll scratch yours? Are you allowing "society" caesareans?

Tissue Committee reviews all tissues removed and compiles statistics—Are they just filed or are they really studied and used? In the early releases of the study sponsored by the Kellogg Foundation, called the Professional Activity Study, under Dr. Vergil Slee, on 14 Michigan hospitals, 2 of these hospitals showed an unjustifiable appendix removal on more than 30 per cent of all appendices done in the hospital, 1 out of 3 unjustified in the eyes of the staff committee of the hospital reviewing the charts, same for hysterectomies.

So here is X hospital, possibly your hospital. I walked through it in an hour, I asked for these statistics, I pulled charts when sta-

tistics were not available, under known rules they did not stand up 7-8 hours in your hospital. I can look you in the eye and say you are not accredited—and document it.

Your hospital and medical staff has been laggard—lazy, smug, complacent. You have been remiss; the four R's mean nothing to you —rules, regulations, review, and responsibility.

That is why we ask for staff meetings—a review of *hospital* work; 75 per cent attendance; a loyalty and integrity within to bring up patient care; not an outside speaker talking on a new drug or operation while the patient dies.

Roughly, I have given you an insight into the other 3/4 of the work of a surveyor for the Joint Commission. In the three years of our existence we have seen good results. It is not an easy road for you or for us.

THE PROBLEM OF CONTROL IN FUND-RAISING

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Chairman, A.A.W.B. Ethics Committee

Every single week of the year appeals for funds for ostensibly irresistible causes come across my desk, most of them sojourning thereon but for a brief period. We are asked for money to fight muscular dystrophy, cerebral palsy, mental retardation, infantile paralysis; to help found or maintain a school, a church, a hospital; to forward the cause of world union, the defense of this or that minority, etc., etc. First of all, most of us have our local hospitals and schools and Salvation Armies and parish churches, and, presumably, do what we can to keep these familiar institutions solvent, if not thriving. What do we know of the validity of these appeals from afar? Some of them are no doubt worthy and might rightfully claim a few of the inflated dollars the chosen few have left over after bread and taxes. But how to know which?

As members of a democratic society, we Americans resent controls, at any rate, until they are shown to be absolutely necessary. That the least-governed community is the best-governed community is a bit of Jeffersonianism that even the Hamiltonians do not recoil from. Ours is a free society; and freedom, like everything else, tends to grow and to grow not always in the right direction. Freedom is exploited by the unscrupulous just as Scripture is exploited by the devil's henchmen.

And so it is that causes nobly begun are seized upon by the greedy, callous seekers after easy wealth and turned into rackets, usually insulated from prosecution by specious legality. Certainly well-meaning Americans want to help the mentally retarded, the delinquent child, the crippled, the blind. But we have been burned too often. We want some kind of assurance that the money we contribute will be used as we intend it to be. Laws have been passed to bring about this happy end, but here, as in so many other areas of American life, laws seem to be more effective in keeping the law-abiding from becoming careless than in deterring the unscrupulous from carrying on their sordid business. There are always lawyers available who, for a sufficient price, will surround your shady undertaking with impregnable safeguards.

Thus it is that thoughtful people in the health and welfare fields have been impelled to set up their own standards, to do a job of self-policing, to act, as it were, as vigilantes without benefit of pistol or noose. The National Information Bureau in New York, the Los Angeles Bureau of Social Services, the Chicago Chamber of Commerce through its Committee on Subscriptions and Investigations,

*Visually handicapped.

are but three well-known examples of hte organizations that are functioning effectively in the difficult area of sifting out dishonest or otherwise unworthy appeals to public generosity. Certain states, notably North Carolina, require that all appeals for funds must get the endorsement of authorities of the Welfare Department or some other governmental body before they can be legally launched. The abuses are becoming more widely recognized and efforts to eliminate, or at least curb them, more widely and more effectively employed.

So, you see, it was neither original nor startling when, in 1951, the President of the A.A.W.B. was asked to appoint a committee to survey the extent of such abuses in work for the blind, and to make suitable recommendations to the 1952 Convention in Louisville. The Committee, headed by Mr. Barnett of the Foundation, contained as his collaborators Mr. Finis Davis of the Printing House, Mr. Lloyd Greenwood of the BVA, Mr. Byron Smith of the Minneapolis Society, and Mr. H. A. Wood of the North Carolina Commission. A very thorough report was brought in, as one might expect from such an all-star aggregation. But neither the prestige of the Committee nor the high quality of the report deterred the freedom of speech and action of our members, and action on the report was postponed for a year to give everyone time to study it and reach an unhurried conclusion. Finally, in 1953, at Washington, after long and vociferous debate, the report was adopted. Among other things, it contained a Code of Ethics and provision for appointment of a Certifying Committee. The Code sets up the minimum standards for any organization doing work with blind people and appealing to the public for funds to carry on that work. The Certifying Committee has the unenviable task of receiving and studying applications from agencies seeking approval of their fund-raising and other practices, and, when everything is found to be in order, issuing the A.A.W.B. Seal of Good Practice to such organizations.

And there's where the trouble starts. Everybody, or almost everybody, is in favor of a code of ethics, a set of standards that will sweep the racketeers and the incompetent from our field and give the public a basis for confidence in the legitimacy of the appeals for funds that might come to them in the name of the blind. But not everybody is in favor of the code when it steps, be it ever so lightly, on his organizational toes. Some executives read the Code and set about examining their current practices to determine whether or not they conform. Where they do not, changes are made. But others, after making the same self-evaluation, or in some cases without it, shout to high heaven that the Code is too stringent, unreasonable, unrealistic, unworkable. And, of course, the members of the Committee are not by any means the best selections, are arbitrary in their decisions, are more concerned with their pet prejudices than with the Code, even were the Code worth being concerned with—not unlike some of the stuff I've been reading in the newspapers lately with reference to certain recent decisions of our highest court. So perhaps we shouldn't feel too much put upon.

But the Committee has struggled on. Most of the major agencies in our field now proudly display the Seal. But some of them do not, and very many of the less well-known organizations purporting to serve the blind still have not seen fit to avail themselves of the aegis of A.A.W.B. approval. Why this is is partly explained above by the insistent personal interpretation of agency ethics and refusal to conform to collectively-arrived-at standards. But more than this, it is the lethargy of the membership at large that I should indict for slowness of progress. In good old American fashion they made the law and then proceeded to forget about it. Our conscience has had a sufficient cleansing when we have shouted a loud "aye" to some worthy code or legislative enactment. But we need more than a pious pronouncement: we need the active support of every organization in our field, or every alert, intelligent member of our Association.

Meantime, what have I learned from four years as Chairman of the Committee on Ethics? In spite of the frustrations we have had to overcome, my colleagues and I have plodded along endeavoring to get across to everyone in our field the purpose and value of the Code and the Seal. After all, why should we expect in four short years to win over an entire segment of the walfare field to the need for alert and vigilant self-policing? For many times four years, the American Medical As-

sociation has been evaluating processes and products in the health area, issuing or withholding its approval as study indicated. And yet, that there are unscrupulous physicians and surgeons is attested to by articles in current periodicals; that there are many harmful and even more useless nostrums being hawked by the druggists screams out to us from multifarious roadside billboards. If the public were sufficiently alert and would look for the seal of approval of the AMA before allowing themselves to be victimized, then the reprehensible practitioners and the quack remedies would soon disappear. So it is in our field. When every state in the Union will have an agency or department whose chief duty is to sift appeals to the public for funds, and when the Seal of Good Practice of the A.A.W.B. is a *sine qua non* of such body's approval of appeals in our area of interest, then will we have gone a long way toward setting our house in order.

And such a happy time may not be too far off. We of the original Committee have learned much. Those who follow after us will add to this fund of knowledge and technique. A dozen years from now it is not at all impossible that an effective working relationship will be in operation between the Committee on Ethics of our organization and watchdog groups in the various states. But remember, what we are trying to do is a self-policing job. We must really want it, want it for ourselves as well as for the other fellow, be willing to make sacrifice of some pet money-raising gimmick or some frowned-upon administrative practice for the good of the whole work. For it is not a question, ladies and gentlemen, as to whether the job shall or shall not be done. It has got to be done. The only question is, will we do it ourselves, or will we leave it to outside forces to do for us.

GROUP G

SOCIAL EXPERIENCES IN RESIDENTIAL SCHOOLS FOR THE BLIND

*Charles Buell, Ed.D., Athletic Director and Teacher

California School for the Blind, Berkeley, California

It is a pleasure to introduce the topic that will be briefly discussed from various points of view by each of the panel members. The panel wishes to vigorously challenge those who imply that blind children receive more valuable social experiences in public schools than in residential schools. Actually, there are no scientific studies to prove or disprove this contention. Since it is a matter of individual experience and opinion, this panel can speak with considerable authority because of the extensive background of each panel member in the education of visually handicapped children.

Blind children in residential schools participate in many activities that aid in social development and integration into the community. Some of these activities are athletics, scouting, social and folk dancing, parties, games, camping, clubs, church groups, Y.M.C.A. and Y.W.C.A. programs. Even more participation in community activities is desirable. In fact, large residential schools for the blind should employ a full-time person to encourage, plan, and coordinate all kinds of activities that bring visually handicapped and

*Visually handicapped.

sighted children together in wholesome situations. Small residential schools and public schools where blind pupils attend should assign someone part-time to this work. An individual in charge of integration would educate parents, teachers, and children in matters related to the field. He would work with teachers, parents, and houseparents to plan situations that would bring blind and sighted children together with satisfactory results. One of the best ways to attain this goal is to bring the same children together again and again in an activity that interests all of them. The writer believes that the average residential school is helping visually handicapped children in social development at least as much as does the average public school, but much more could be accomplished in both environments with an intelligent, hard-working integration coordinator on the job.

Another point to be mentioned is that about half of the residential schools for the blind send some or all of their older pupils to local high school during the day for some or all of their work. The administrators following this policy do so because they believe this is the best way to fit education to the child. Another leading reason is the belief that the public school offers the blind varied social opportunities. The tendency is to send out students with high intelligence, interesting personality, and developed talent in athletics, music, etc. This type of boy or girl will succeed anywhere. Only eight residential schools believe it is best for every visually handicapped high school pupil to spend some time in the public school system. From his experience in attending local high school the writer can testify that this plan is beneficial in the social development of some blind youth. Just what percentage of visually handicapped boys and girls receive marked social advantages from the public school has not been determined by educational research personnel.

Now the discussion will be turned over to another panel member.

SOCIAL EXPERIENCES FOR BLIND CHILDREN IN RESIDENTAL SCHOOLS

Frank Johns, Jr., Superintendent
Oak Hill School, Hartford, Connecticut

At Oak Hill School, a division of The Connecticut Institute for the Blind, we integrate our extracurricular activities with our dormitory life during after-school hours. The overall program is planned and supervised by a Dean of Students. The individual activities are supervised by teachers, houseparents, part-time instructors, and/or volunteers.

The program varies slightly from year to year, depending on the pupils' interests. A survey of the past school year showed the following clubs in operation as part of the program: Boy Scouts, Girl Scouts, Cub Scouts, 4H Club, Social and Service Club, and Radio Repair Club. Semi-formal recreational activities included wrestling, track, dances, ballet classes, ballroom dancing instruction, cheer leaders' group, Catholic and Protestant religious instruction, and monthly parties. Off-campus activities included concerts, lectures, pony rides, field trips, Catholic Youth Organization, Protestant youth group, Y.M.C.A., Y.W.C.A., and recreational swimming. Informal, on-campus activities included movies, bowling, roller-skating, ice-skating and sliding. Dormitory activities were aided by well-equipped playgrounds, radios, TV sets, phonographs, talking book machines, books, toys, and games of all kinds.

All of these activities, and others, are necessary parts of the experiences of blind children, and it is difficult to say which well-planned recreational activities contribute the *most* to their social experiences. However, at our school the following three are extremely popular, as well as worthwhile: scouting, field trips, and ballroom dancing. Ballroom dancing is at the top of the list in popularity for our older boys and girls. Each year they request ballroom dancing classes, as well as an occasional dance to which outside dates may be invited. This program is climaxed in the spring by a formal dance at which dates with sighted partners are the rule rather than the exception. This dance is the highlight of the school's social activities for the year. Certainly the interest shown in dancing, ballroom etiquette, etc., does much to develop social skills and makes it easier for blind boys and girls, as well as sighted, to adjust more readily and feel more at ease in a variety of social affairs.

Scouting is recognized as an activity of universal interest to a large number of boys and girls. Boy and Girl Scouts, Cub Scouts, and Brownies are a "must" in any program of a regular or special school. Perhaps the ideal situation is for as many as possible of the scouts to belong to troops of sighted scouts. However, there should be a flexible program to make it possible for all students to participate in a scout troop if they so desire. Many scouts are stimulated to go on to Scout, Y, or other camps as a result of their scouting experiences. Scouting may thus contribute doubly to the social experiences of blind children, and it affords many opportunities for participation with other boys and girls of similar age and interests.

Well-planned field trips can play an important part in the recreational, as well as educational, program of a school. One of our most successful activities is a trip made by all of our older pupils to the Eastern State Exposition. Pupils enjoy being part of the many interesting activities represented at this fair. They have an opportunity to examine exhibits, see large farm equipment, visit individual New England States buildings, ride on the amusements, etc. This is perhaps the most popular field trip for many of the children. However, well-planned field trips of many kinds are necessary for all blind children.

How often do you think a child in a residential school for the blind should experience social contact with sighted individuals in the community?

Integrated activities versus segregated activities pose a perennial question relative to a program in a residential school. However, I feel it can be safely said that as much attention should be given to this problem of developing an adequate program as time and money permit. Programs will naturally vary from school to school depending on how favorably a school is located for easy contact with sighted children and the community at large.

The Oak Hill School in Connecticut is fortunate in that all our pupils are able to go home on the weekends, thus maintaining a strong contact with their homes and communities. In addition, while living at the school during the week, the pupils are exposed to a flexible recreation program which offers many opportunities for various social contacts with sighted children and adults on the campus as well as off the school grounds. The school has affiliations with various clubs such as the Y.W.C.A.. Y.M.C.A., C.Y.O., Protestant Youth Group, Boy Scouts, Girl Scouts, Cub Scouts, and 4H Club. In addition to these organized clubs, there are the following community activities which are available for students who are ready for them: camps, recreational swimming, bowling, roller-skating, etc. More passive activities would include movies, field trips, concerts and lectures.

A word of caution is necessary here! Not all blind children are ready for activities with the sighted, although they may meet the necessary age and entrance requirements. The blind child should enter only those activities which a well-qualified person judges him to be ready for, be it a prospective camping experience or the joining of a specific club activity. Proper guidance and suitable counseling are basic to any successful adjustment to a group activity.

In addition to proper screening and placement, it is wise to limit the number of blind children who join any one club. If too many are allowed to join, a "blind patrol" may result, or some similar segregated situation which has limited value if our object is optimum integration.

Flexibility can be achieved if the school is in an area where a variety of recreational, educational, and cultural resources are available. Under these conditions, the supervisor of the program and the individual boy or girl will have a "choice."

Social development of the blind child can be adequate if his social experiences with the sighted are carefully planned and if there are adequate time, money, and local resources to make for a varied and fruitful program.

SOCIAL EXPERIENCES FOR BLIND CHILDREN IN RESIDENTIAL SCHOOLS

Neal F. Quimby, Ph.D., Superintendent

New Mexico School for the Visually Handicapped, Alamogordo, New Mexico

Are Children Seriously Retarded In Social Experiences in the Average Residential School?

My answer to this question is: "No." It is true, of course, that some residential schools have a much better program to take care of this problem than do some others. In general, the schools recognize the need for normal social experiences and attempt to provide for them.

At first, life in a new place full of new people may seem frustrating to a child, but loving, understanding care soon lessens any feeling of insecurity.

A child must keep his self-identification or lose his self-respect. He must learn how to enjoy those who like him, how to adjust to new demands and new limitations. Only through the skillful guidance of an expert staff can most blind children become emotionally stable. Each child must be made to feel worthy and wanted.

Often a blind child will show strong hostility and very aggressive behavior. If the staff should respond to the child with undue severity, it would only tend to increase his aggressive impulses. Our schools realize that blind children must have action and opportunities for doing new things at school and in the community, which cause them to grow intellectually and emotionally. The staffs of our schools for the blind are well aware of the variety of experiences which tend to give wholesome satisfaction to the individual. They have in their hands the tools with which to develop socially adjusted children who can mix with any group. I believe they are using the tools well.

To What Extent Do Athletics Contribute to the Social Experiences of Blind Students?

While I know of no objective test by which we may measure the contribution of athletics to the social experiences of blind students, I am sure that the contribution is tremendous. For instance, in wrestling the contacts with the students from the various public schools have been extremely beneficial in enlarging the social horizon of our pupils. Often, after a meet, I have watched a number of our boys teach a wrestling maneuver to a boy from the opposing team, while members of both team listened and made their contributions to the discussion. The boys have learned how to meet people easily and to conduct themselves in varying environments.

On the occasion of trips to the more distant public schools, it is often the custom for the wrestlers representing the public school to take our boys to their respective homes for the night and return them to a central meeting place after breakfast with the family.

An athletic program which offers opportunity for mutual assistance and cooperation,

which makes it possible for the able to help the less able, which utilizes the able as group leaders, will develop better followers of those who are followers, and better leaders of those who are leaders. The athletic program does more to contribute to this phase of education than we usually realize.

There are few teachers who have the opportunity to exert the tremendous influence on the pupils that the coach exerts. The heat of the track meet, the excitation of the wrestling mat, are telling places in which to lay the foundation of an effective personality.

DESIRABLE ELEMENTS IN A SOCIAL TRAINING PROGRAM FOR BLIND CHILDREN

*Benjamin F. Smith, Principal

Perkins School for the Blind, Watertown, Massachusetts

Since our purpose with blind children, as it is with seeing ones, is to prepare them for successful adult living in a world of seeing people, it is our responsibility to give attention to the particular problems faced by the blind child in realizing this purpose. One of the areas most vital to blind children in successful living among seeing people is that of social competence. A child may become an expert in his trade or a master of learning, but, if he cannot handle his food at table, is not poised in a gathering, or knows not how to contribute his share independently in a variety of social activities, he is not living a completely successful adult life, nor is he likely to be as happy as he might otherwise be.

It is the responsibility of trained educators of the blind, therefore, to take the lead in preparing blind children in all phases of social competence. We must not leave this important matter to chance, as has sometimes been done. Neither can we expect parents or other community agencies to direct the way, although we certainly must enlist their full cooperation. Rather, we must prepare the plan for adequate social training just as painstakingly as we prepare a course of study in arithmetic or examine the requirements for industrial certification.

To assume responsibility for a plan, then, is the first desirable element in our program for the social training of blind children. The next element receives its justification from the time-honored principle of reciprocation. An individual's success depends, not only upon what he receives from his social relationships, but even more upon what he can contribute to them.

It follows, then, that our social training program must emphasize experiences that will enable blind children to contribute. Furthermore, because it is difficult to predict which activities are likely to make the greatest demands upon any individual child, we must include in our plan a wide variety of social training experiences. One guide to choosing the activities for social training purposes is a consideration of which can most effectively be engaged in by blind and seeing people together. According to this guide, training in eating techniques and table manners will stand high on the list. Certainly a blind person is reciprocating when he can handle his food so effectively that he arouses in the seeing companions no feeling of embarrassment or attitudes of pity or condescension. Recreational sports, including roller and ice skating, swimming, bowling, fishing, rowing, picnicking, and camping, provide a ground of common interest where reciprocation is possible. Coming from our social heritage are a number of party-type activities that must not be overlooked. These include square and folk dancing, ballroom dancing, and numerous parlor and card games.

Since much of this social activity involves relations between the sexes, a word on this subject is in order. Particularly in residential

*Visually handicapped.

schools, blind boys and girls share together a great amount of social experience. Propinquity, common interests, the same problems and limitations make this inevitable. Nor are these relationships between blind boys and girls to be discouraged; for, properly directed, they can provide a wealth of valuable social training experience. However, if blind children are to practice reciprocation in a seeing world among seeing people, there should be included in their training experience a significant amount of mingling with seeing boys and girls. There are many ways of introducing this experience with seeing young people into the program. Each school man must choose the means best suited to his local conditions.

These, then, are some of the desirable elements of our social training program from the point of view of reciprocation. The next desirable element in our social training program also receives its justification from a time-honored principle; namely, that of repetition, otherwise known as practice.

All children learn to do things well by repeating and practicing. Those who work with the blind know full well the infinitely greater amount of repetition blind children need to acquire the same degree of proficiency. A blind child cannot appraise at a glance the smoothly coordinated, total body movements of the waltz and then imitate them. Nor can he observe the casual relaxed manner in which a practiced smoker holds a cigarette. He must have all of these things carefully explained to him. Usually he must be guided through them step by step individually. Frequently his body must be guided physically through the motions by the instructor. Always he must repeat, repeat, and repeat before he gains skill. Furthermore, the sensitivity of many blind children to attempt in a group any skill in which they lack confidence, for fear of embarrassment, often makes necessary a great deal of training practice behind the scenes. A very desirable element in our social training program, then, is an opportunity for a great amount of training practice in all social skills.

Still another well-tested principle gives us a clue to the next desirable element. This is the principle of the responsibility of the individual. If an individual would function successfully as a member of any social group, he must take the responsibility for adapting himself to the patterns and demands of the group. He must not expect the group to adapt itself entirely to him. This principle is never more true than with the blind. The group will soon reject, at least from any consideration of equality, the member who, in addition to requiring the few attentions unavoidable due to blindness, insists upon many other adjustments by the group. To understand these subtle matters, to say nothing of acquiring the desire to develop the necessary attitudes and behavior patterns to assume this responsibility, is not an easy matter for young blind people. Here is where our social training program needs a strong effort in guidance and counseling. Small classes in group guidance at appropriate levels, not only can give information and instruction in the many aspects of social practice, but also can help orient blind students to the behavior pattern and attitudes likely to be found in groups of seeing people whom they are likely to find in the adult world. Individual counseling in the hands of a person trained for the purpose frequently can make the difference between whether or not a student is able to resolve his personal problems to the point where he can profit significantly from the rest of the social training program.

One proven way in which to motivate concretely this rather abstract part of our program is to take the students into active partnership in planning the activities of the training program and in carrying out the mechanical details. Not only can they provide committees to move furniture for dance practice, clean up the gym after a skating session, or plan the details of a party with a group of young people from a local high school, but they can also be drawn into the policy-making stages of the plan where they can help to decide what activities will be undertaken, what training steps will be necessary, and how these steps will be taken. In fact, it is conceivable that in a wisely directed program the students themselves will initiate many of the ideas for the social activity program. This approach can provide the alert, experienced student advisor with a wealth of meaningful examples with which to enrich the guidance and counseling program, and thereby help the students to

assume individual responsibility for their social futures.

Here is a final word in conclusion: At the bottom of this social training structure, or some might say, at the top of it, there must be a competent adult charged with the responsibility of drawing together all the elements of the program. He must have tremendous enthusiasm for the activities of youth and he must also have the professional view that enables him to appraise objectively. In a large residential school, he might be almost a full-time social director to coordinate social activities throughout the school. In a small school, he will probably be a teacher who gives part time to this service. In day Braille classes, it might be a field worker of one kind or another. Each school system must choose this adult leadership according to its own organization and facilities.

These, then, are some desirable elements of a social training program for blind children as we see them. Certain it is that our blind children must be prepared in social ways, not just as well as, but better than their seeing contemporaries, if they are to find their share of success in a world of seeing people.

A CONTEMPORARY GUIDANCE PROGRAM

Carl J. Davis, Head, Department of Psychology and Guidance, Perkins School for the Blind, Watertown, Massachusetts

I have been requested to speak to this group on a specific guidance program, The Guidance Program at Perkins School for the Blind. However, to establish a frame of reference, I would like to refer briefly to a paper presented to this same group in 1951 by Mr. Finis E. Davis. Mr. Davis was reporting on a survey of guidance programs in schools for the blind, and I would like to quote from his conclusions. He said that: "The school should provide counseling and training to insure good academic education, effective handwork training and proper habits of work. They should include training to adjust the individual socially and to correct, as far as possible, objectionable habits and mannerisms. They should develop in the student a proper attitude toward blindness, and a clear understanding of the fact that Society has been developed for the seeing—*They* must adjust to the sighted world."

Mr. Davis also inferred that rehabilitation should assume the responsibility for vocational counseling on a cooperative basis with the school; and that such a cooperative program should be instituted as early as possible, but no later than the junior year in high school.

What kind of a program does Perkins School for the Blind offer? At Perkins, we believe that guidance is a continuing program throughout a pupil's school career. Any child needs to make a continuing series of adjustments during his school years, but the problem is intensified for the blind child, whether he is in a residential or a public school program. The blind child needs not only to make the normal developmental adjustments, but he must do so while he is obtaining and internalizing a realistic appraisal of his handicap and the limitations it places upon him. He must adjust to the seeing world with an accurate concept of himself in relation to that seeing world, because he must live out his life as a blind member of the seeing world. As a consequence, the school program should help the child with his adjustment problems all the time that he is in school.

Most, probably all, schools for the blind have been helping blind children with their adjustment problems without a specific program of guidance. We, at Perkins, felt that we had been doing just that sort of thing, but we felt that we were not doing it well

enough. There were too many "misses" on the "hit-or-miss" basis, and too many situations became critical that could have been helped before the critical stage if a clearly defined program had been functioning. Therefore, a program of guidance was established that we feel is working effectively. A Guidance Counselor, a counseling psycholgoist, was added to the staff; and a Guidance Committee was established, consisting of the Director, the Principal, the Guidance Counselor, the Social Worker, and the Head of the Deaf-blind Department.

The Guidance Counselor, with responsibility only to the Director, provides counseling service to the pupils and consultative services to the school staff. He is directly available to the pupils who have problems that are personal in nature, and he is a referral source for problems that arise from the within the academic or social living program of the scholo. He also carries the supervisory responsibility for the testing and research programs. Individual problems that arise within the academic programs are referred to him through the Principal, and problems that are personal in nature are referred by any staff member. He is responsible only to the Director in order that the removal of the aura of discipline, implicit in a principal's office, may give the pupils a feeling of freedom to discuss their personal affairs without fear of punishment.

The Principal's role is traditional, with, perhaps, a greater understanding than formerly of the individual personal needs of the child who is having difficulty in the classroom or cottage. He retains most of the educational counseling responsibiliies, utilizing the results of an extensive mental testing program to assist him in the counseling situation.

The Social Worker is the important link between the home and the child, and her services are invaluable to the guidance program. Also, she is the source for medical histories and medical referrals, so that the Guidance Committee has a clear picture of a child's physical condition at all times.

The Head of the Deaf-blind unit makes a valuable contribution through his knowledge of the areas of deafness and the hard-of-hearing. Also, his pupils have special problems to be considered.

The Guidance Committee meets once a week to consider problems that have been observed or reported in the classroom, playground or cottage. At the time of its inception, the Committee dealt mainly with cases that were critical in nature. I feel that it is a good evaluation of the program to note that today most of the cases considered are in the incipient stage before they have become critical. The structure of the Committee makes it possible to get a complete picture of a case, so that the most effective measures, whether preventative or therapeutic, may be taken. Depending upon the particular case, the corrective steps may be taken in the classroom, in the cottage, through counseling, through home visitation, or by referral for medical therapy or psychotherapy. (We feel that psychotherapy that is reconstructive in nature, should be carried on outside the school, with the school making every effort possible to assist it. Non-reconsrtuctive psychotherapy is carried on by the guidance counselor in consultation with a psychiatrist.)

When cases arising in the classroom or cottage are brought to the attention of the Principal, he frequently calls a preliminary meeting attended by all staff personnel who have regular contact with the pupil, plus the Guidance Counselor, the Social Worker and the Consulting Psychiatrist. The discussion at this initial meeting generally provides a great deal of valuable diagnostic material and, when followed up after the case has been discussed by Guidance Committee, gives the staff considerable support in their work with the child. An added value derived from the preliminary meeting is that, without the larger size of a teachers' meeting, it has stimulated interest in the guidance process, so that the staff is now aware of and more effectively recognizing the types of pupil problems that need to be helped.

It is our feeling that this program is effective, and that when our pupils reach high school they have a sufficient degree of maturity that permits vocational planning on a realistic basis. It is true that a few more years will be necessary for a full evaluation of the program, because those pupils who were in the early years of school when the program was initiated are now in junior high school.

In closing, may I comment that vocational counseling and planning are carried on with the close cooperation of the state rehabilitation counselors. The contacts with the rehabilitaiton counselors may be made at any time during the first years of high school, and the counseling becomes intensified during the latter half of the junior year. The result of this part of the program is that graduates are being placed soon after graduation, with a much shorter time lag between graduation and job than there had been formerly. The major need that we in guidance in the schools would like to have filled is a compilation of all types of occupation in which blind people are employed. Once this need has been filled, guidance work with the blind can be equated with guidance work with the seeing.

GROUP H

SOME HIGHLIGHTS OF THE AMERICAN FOUNDATION FOR THE BLIND SURVEY OF LIBRARY SERVICES TO THE BLIND

Nelson Coon, Librarian

Perkins School for the Blind, Watertown, Massachusetts

(*Note:* These summary statements have been taken from an advance—and not necessarily final—draft, June, 1957).

Responsibility

The Federal government, as represented by the Library of Congress (or such other Federal agency as might be needed, if Library of Congress does not continue this function), should provide the books and supervision of the program.

The overall responsibility for library services to the blind should be vested in the state library departments of each state, such library departments to either render the service themselves, or to contract with presently functioning or other organizations in their own or nearby states to do the actual work.

In accepting this responsibility, each state should provide for the "full costs" of such service, to be determined through adequate accounting systems which take into account all overhead as well as hidden administrative costs. It is estimated that such costs should run from $20 to $30 per year per person for adequate service, which, generally speaking, the survey indicates is not being spent at the present time.

Where states cannot, or will not, perform this function, it is recommended that Federal grants-in-aid be made available to aid such states.

The Library of Congress should provide in every way for better communications—between itself and the regional libraries, as well as between the individual libraries themselves. A monthly bulletin to libraries is recommended, as well as annual conferences of the librarians for the discussion of their problems.

It is recommended that the Library of Congress get rid of its present regional function, so that all of the energies of the department can go towards serving the national system.

Staff

Library staffs should be planned on the basis of at least one staff member for each 300 readers, and/or each 9,000 volumes circulated.

Each regional library should have at least one or more fully-trained and qualified librarians on its full-time staff.

Salaries of staff should be comparable to those in the vicinity in regular libraries for the sighted.

Professional staff members should not be used for clerical work.

Supervisions and Standards

Supervision by Library of Congress to the regional libraries should consist of manuals, correspondence, and visits to libraries by field officers.

Standards should be provided which would measure the service rendered, with changes recommended in regional library allocations where service is found to be sub-standard.

Record-Keeping and Shelving

Many libraries keep too many records. The need for each record or operation should be scanned, and eliminated if not found sufficiently useful.

In shelving books in libraries, attention is called to the "fixed location" method, rather than by class.

Book Selection

Book selection in the past is praised, and facilities are considered, but it is felt that full utilization of the total resources of the Library of Congress has not been made.

It is recommended that book selection should be more carefully studied, noting that there is a need for more informational material. It is noted that the greatest need is for reference works, but no solution to this problem is pointed out in view of the tremendous size of such works in either Braille or Talking Book form. It is suggested that this service might be rendered by telephone or through other means of direct contact with the readers by the regional libraries.

It is recommended that there should be provided not less than 1,000 titles each year, in all media combined.

Children's collections should be increased in several media, but as a separate operation and not, as lately, at the expense of the adult program.

A genuine study of the Moon system should be made to determine if the present tendency towards abandonment is justified in the light of the needs of readers.

Book Distribution

The formulae for book distribution to the regional libraries should be carefully checked, with more cooperation on the part of both the Library of Congress and the distributing libraries.

To care for little used books, there should be established one central depository (not necessarily in Washington) where all but basic book collections should be kept. Little used titles in Braille, now carried by all libraries, could be handled centrally.

The present rules for weeding out collections should be eased, as all collections contain much useless material. This would relieve space pressure, along with the central depository idea.

Communications

There should be greatly enlarged public relations programs to make the services known to newly blinded individuals. Frequent book lists should be published by the libraries to help the readers.

Talking Book Topics and *The Braille Book Review* should, in their editorial materials, stress the older, and often less-used titles, instead of the new ones, as this latter tends to pile up the requests for new titles to an extreme degree.

Braille

The idea of the paper-covered Braille books is approved as being one way of getting books into the hands of readers quickly. A suggestion is made that *all* ephemeral books be issued in this format.

Talking Books

Talking Book machines should be distributed by the regional libraries only, using a permanent field staff. Such persons could be home teachers, as well as trained library workers, who would provide the libraries with biographical data on their patrons and readers with instructions and help. This would enable the libraries to provide a type of reader service not now being rendered nor possible.

The Library of Congress should make a greater effort to see to it that enough machines are provided to prevent the present

long waiting periods. It is recommended that the repairs be decentralized.

Research should continue, but new models issued only after major changes are deemed necessary. The Report criticizes the present yearly model change, and stresses that, in the event of a change-over to some different kind of machine, new machines and records should be stockpiled until the change can be made at one time—for the benefit of the librarians and their patrons.

Orders for Books and Machines

The suggestion made to Congress a year ago that the Library of Congress be required to give orders for books and equipment to agencies for the blind is vigorously condemned.

Miscellaneous

The Report itself is 114 pages long, plus 25 addenda, with chapters covering the inauguration of the survey, the history of library services, and specific consideration of the above-noted and many other recommendations which deal with working details of library service. There are charts of readers and usage, inventories, and costs—all of which will make a report which should be read and studied by every worker for the blind.

GROUP I

JOHN DOE, STAND OPERATOR (A Documented Case History of a Stand Operator)

*William M. Cannon, Ph.D., Director
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Whenever division heads and personnel within an agency for the blind attempt to develop a particularly fine program of rehabilitation and job placement, the first impulse likely to be observed is that of seeking out what might be called "the better clients" from the total caseload. The principle of picking the best workers for the job is an altogether reasonable one, but it sometimes stands in conflict with recognizably sound principles of rehabilitation.

In *military training*, a type of discipline of which we have seen much lately, there is much emphasis laid upon "the *perfect specimen,*" the *strong*, and the *able-bodied*. In open *industry* the emphasis is upon *efficiency, alertness, safety,* and *conformity*. In *management* we hear much of *intelligence, resourcefulness, imagination* and *organizing ability*. These principles of personnel selection have broadly influenced our thinking, and it is quite natural that we are confronted with the self-same demands whenever we in rehabilitation attempt to satisfy our labor, management, or personnel requirements. We are keenly tuned to the principle of picking "the cream of the crop," and in this very fact may lie a great failure in our business of rehabilitation.

A careful look at what we mean when we say Business Enterprises for the Blind reveals something of a paradox. We have a business organization very similar to thousands of

*Visually handicapped.

openly competitive business organizations who elbow each other and scrounge through personnel markets with the idea of monopolizing those employees who are best equipped to promote the organization and carry it forward as a mighty and successful sales force. And yet the very justification for the existence of Business Enterprises lies in the fact that we are not seeking "the cream of the crop" in employees, but, in fact, are dedicated to the principle of employing individuals who have physical and possibly mental traits which stand in direct conflict to the usually-accepted principles of personnel selection. The mediation of these two courses of action, on the one hand, the employment of persons who by virtue of their near normalcy can be recruited to make up an employee force most nearly like the one we are accustomed to in competitive business, and, on the other hand, dedication to the principle of employing a-typical individuals, is one of the most serious problems to be considered today by the management of Small Business Enterprises for the Blind.

There is not a one of us in this room who has not been confronted with the statement, "If he just had a little more vision we could use him in a stand," or "She has too many personality problems for us to give her a chance," or "We could sure use more fine operators like him; he can read well enough to check his own bills when the salesman makes a delivery." But, in spite of the fact that we sometimes lose sight, at least momentarily, of the purpose of the Small Business Enterprise, I imagine that each of us can feel proud over another type case who is working successfully today and taking home a respectable wage at the end of each week. I refer to the fellow who does not have any vision, who was not easy to rehabilitate from the standpoint of adequate adjustment, and who was crowned with multiple handicaps in a profusion which makes it seem that Nature has suddenly lost its reason. This is the man of whom we are proud. This is the man who throws us the challenge. And this is the man about whom we want to talk today.

Our story begins on a hot summer day in Florida. A small six-year-old boy is laboriously peddling his tricycle through the dazzling white sand which tugs at the wheels of the vehicle and makes going rough. Suddenly a great surge of pain moves across the child's face. It penetrates deeply into his head, and instead of passing away it lingers and takes on the throbbing rhythm of each heartbeat. He begins to cry. It is the simple, unsophisticated cry of a small boy in pain. He does the only thing he knows to do. He leaves the tricycle and runs for his mother.

And who is this woman for whom he searches for comfort? She watches the small boy running through the sand toward her, but in her gaze there is small interest, but a passive, ineffectual resignation. The case record says this of her:

"She and her husband were separated when the boy was quite young. Responsibility for the separation seems to be based in the fact that the mother could not make decisions, found it impossible to assume responsibility, and could not, as her husband put it, "stand on her own fett." The husband met these inabilities with impatience and ultimate abandonment. After separation, the father moved to another state and, at first, provided his estranged wife and children with a luxurious home, a fine automobile, and a world of material plenty. Apparently, the mother did find considerable difficulty in bearing responsibility. She frequently left important decisions to a servant, and exercised little supervision to see that even the servant carried out her duties. Whenever the servant was away, the mother did not have the ability to provide the children with a balanced meal."

This was the woman to whom the little boy ran, and she listened passively to his complaint.

In the years that followed this same pain came back again and again, sometimes in school, sometimes at play, and sometimes it would wake the boy from sleep. When he complained enough, his mother would put a cool rag on his forehead. This helped immeasurably. No physician was consulted.

The little boy, whose name was John, grew into adolescence as a member of a rejected family. It was a family without a man, and he was a boy without a father, and with a mother upon whom he was to learn that he could not rely.

By the time John had reached his 13th year the pains had become frequent and unbearable. The record says:

"The headaches became incapitatingly severe. The ineffectual mother, who had never been able to find security for herself, found it impossible to cope with her son's increasing illness. Without consulting a local physician, she begged for personal help and attention for the boy from her former husband. The boy was taken by his father to Johns Hopkins Hospital. Extensive medical investigation revealed the presence of a brain tumor in the boy's right frontal hemisphere. Evidently, the tumor was one of long-standing, and was responsible for the boy's lifetime of headaches."

Dr. Dandy, one of the world's most famous brain surgeons, operated on the boy and successfully removed the tumor. During hospital recovery the headaches were found to have disappeared and it seemed that the surgery had been altogether successful, until . . .

It happened during one of the final days of hospitalization. Early one morning, the client was struck down by a severe epileptic attack. At first it was hoped that the attack simply represented physiological changes of a transient nature in the brain. Epileptic-type seisures rather frequently follow brain surgery, and in many cases these episodes are short-lived, disappearing when the patient regains his strength. But instead of disappearing, the seisures began to occur with alarming rapidity. Before the boy left the hospital the doctors expressed the opinion that scar tissue at the site of the tumor was responsible for rhythmic discharges leading to epileptic attacks. It would be necessary to attempt to control these attacks through the administration of sedatives.

The boy's mother and father reacted in a similar manner. Their own immaturity, in spite of age, would not allow them to come to grips with their problem, and they denied its existence by rejecting, even more, their son. Upon receiving the news of the new illness, the mother declared that the boy was her husband's responsibility. She stated that she would not know what to do if the boy had a seisure, and she reutrned to her home in Florida leaving the boy in hospital care. Upon reaching her home she reversed herself and permitted the boy to join her in Florida, upon discharge from the hospital.

During the next few years the relationship which built up between the boy and his mother was a most unsatisfactory one. Epileptic seisures came at first about once a month, giving no warning. They tainted the days at school; they spoiled and stifled into practical non-existence the hours of adolescent dating, and they isolated the boy from his mother, who lived in the constant fear that she might see her son in an attack. School studies were more difficult than they used to be. John found it impossible to concentrate, his teachers complained of his becoming verbose, and a strange sense of humor with an overlay of bitterness often was used against his companions. The old headaches were gone, but in their place was the dreaded, disgraceful seisure which sometimes left the boy confused and handicapped by transient blurred vision.

An unhappy boy graduated from high school and turned his every energy toward freshman college work and law school. His mother discouraged his returning home even for vacation, and the father, still living in a distant state, had openly labeled his son as inferior and had expressed the idea that a boy in his condition was not worth the expenditure of money. The case record says:

"When John was in school at the University he had to work his way through. He operated a blue-print machine for a time and did various odd jobs which could be picked up by students. Most of these jobs lasted for only short intervals. His epileptic attacks caused him to lose most of them, because his employers either felt that he was a hazard, or they did not quite know how to accept an epileptic as an employee."

During the second year of college, concentration became more laborious, and John noticed that he was having some difficulty reading for long periods of time. Blurred vision came to be quite the rule. At the same time, the frequency of epileptic seisures increased and the boy reported to the school hospital with these complaints. A reevaluation of the case was made for the purpose of developing more adequate drug control of the seisures. Increased quantities of phenobarbital and dilantin made the client sluggish

and stupid, and did not control the accelerating frequency of attacks. Before the close of his sophomore year John wrote his father that his physician and his faculty advisor had recommended that he drop out of school temporarily, and that, since his mother did not want him to return home because of her ill health, he requested permission to come to his father's house. Reluctantly, permission was given.

The home was something of an estate. It sprawled comfortably on several acres of lawn and woods ten miles from the nearest town. Complete and careful instructions had been laid down by the father and stepmother. "When your father and I are at work," the stepmother had said, "I will leave a sandwich in the refrigerator for you. You must not turn on the stove when we are out of the house for you might have a seisure and fall into it . . . It will be better if you do not leave the house. We don't feel that exercise or bright sun is good for you . . . Be careful on the stairs, and stay away from them as much as you can." With instructions like these the stepmother and the father would leave for the office early in the morning of each day and return late in the afternoon. The boy was left entirely alone to have his seisures day after day without a companion or an assistant. The boredom which crowded in on him pushed him to beg his father for a job in town, but the father, struggling with the idea of being ashamed of his son who had fits, refused to let the boy be seen in his business offices. Because of this same shame, whenever guests came to call the suggestion was made in advance that perhaps John would like to have his dinner in his room. The unusual thing about this situation, and a fact which the parents never seemed to grasp, was that the boy had developed into a handsome young man, and whenever friends of the family were surprised by accidentally running into him on the place, they enjoyed the boy's remarkable ability at carrying on a conversation.

The loneliness which was always present caused the boy to disobey the admonitions of his father, and occasionally he would take long walks through the woods and he eventually began walking two miles to visit a half-sister who lived on a neighboring farm. During his second year in the country, this half-sister became pregnant, and the boy began visiting more frequently in happy anticipation of the day when he would be an uncle. Shortly before the baby was born, the boy, on a visit in the home, was stricken with an epileptic seisure, and his sister, being the only one to care for him, had become frightened and excited. That evening John heard some talk about the fact that the excitement might have been harmful to the pregnant woman, and his father demanded that he remain at home. When the child was born it had a deformed foot, and the family agreed that the frightening experience of the epileptic seisure had "marked the baby." The boy was regarded as a family menace, and his rejection became more complete.

From time to time, the father and stepmother would go away on vacation, and during these periods the boy's suitcases would be packed for him and he would be taken away to what was described by the father as a "nice rest home." On one occasion, John asked what he was resting up from, and he was told that the vacation trip would be too much for him and that his father knew what was best for him. These vacations were usually unannounced in so far as the boy was concerned. He would simply discover one morning that his bags had been packed and that everyone was ready to go.

In such complete isolation the client began to write. If he had a glib tongue, he had even a glibber pen, and his creative efforts lead to voluminous production. It was during one of the "packing up for vacation" times when the stepmother discovered a large manuscript tucked away under a pile of shirts. It was the story of a young man held prisoner on an isolated farm. It told of the cruelty of his father and his stepmother. It skillfully dealt with the possibility that the father was insane and the stepmother a perverse demon who controlled the father and world events, much like a mad scientist might operate a robot. Even the stepmother found no difficulty in identifying the characters of the sotry, and she followed the plot page after page until she arrived at the point where the young man carefully designed a means of murdering his two guardians, and thereby finding freedom from his unendurable prison.

The document was secreted away and, in great alarm, the father was told how their lives were in danger. The story was taken to an old friend and family physician, and thence to a judge in the small town not far away. The next day the boy was legally committed to the Colony for Epileptics and Feeble-minded, and was packed up and transported there the same day, after having been told that the family was going away and a nice rest home had been found for him. The father left his bewildered son with a promise that he would return soon and that, if the family's absence had to be extended, spending money would be sent.

The locked doors, the profusion of organic deteriates and idiots about him, the peculiar smell which rises from people who cannot care for themselves, ushered in the blackest night of the boy's life, and he told me later that he knew that he was lost forever.

What can one do when bright of mind, and yet caged with idiots. What recourse does a man have when he is locked up like a criminal because he loses consciousness and has muscular spasms. What can a man hold onto when his very mother and father so misunderstand him that they disown him and push him away to live anywhere except in their presence.

But intolerable as the situation seemed to be, when the first new day came the boy seized upon one hope. He said later, "I decided that I could learn something from these people, so I studied them. During the months I was there I even grew fond of some of them, and I think they liked me."

But this scheme of being objective does not isolate one from a torture chamber, nor can it continue to provide the human food for living which is essential to maintain reason. After one month, the staff at the Colony began to comment about the good-looking boy who was not like the others. One night, a rule was quietly broken and a physician suggested a game of chess. The next week, some of the staff had a small party to which the boy was invited, and the next week his bed was transferred from the ward, and he was assigned a room in the doctor's dormitory. It had been recognized that this boy did not belong in the colony. A letter was sent to the father requesting a review of the *commitment,* and the busy father replied through his lawyer that no changes would be made in the case.

The doctors talked guardedly with the boy, so as not to over encourage him into thinking of the day he might be free. They said, "If your immediate family will not listen, don't you have someone distantly related who might be interested in corresponding with you?" The Colony was careful about the mail that was allowed to leave its gates, but when John brought the letter to the desk for mailing it was not read but dispatched immediately. When the letter arrived at its desination in North Carolina it said,

"Dear Aunt Olomay,

"In the name of God come to me—I need you. Love, John."

The printed return address on the envelope bore the name of the Colony.

Aunt Olomay had heard something about her nephew having fits, but she had long ago ceased to follow the progress of her peculiar brother and his family, and she knew none of the details which had developed through the years.

The Colony was more than a hundred miles away but she was there before nightfall. The doctors explained that the boy could be parolled to her at their discretion, and that evening the door which had been locked three months before was swung open.

The blurring of vision had become more severe. Sometimes the client could not focus his eyes to get a sharp image for hours. He had not disclosed this fact to any of his companions at the Colony, "Because," he said, "I had so many things against me I did not want them to know about anything else."

But at supper that night his aunt watched him grope for the sugar bowl when he reached for it, and later in his bedroom when he wanted his suitcase he bent over and tried to pick up a shadow.

The next day, at a large medical center, the neurologist wrote down the account of frequency of epileptic seisures. He listened to the boy tell how drug control of the seisures had been only partially successful and how his vision had grown progressively worse. "A brain tumor is a strange thing," the doctor told the boy, "You sometimes don't know what to expect." And later when the boy

was not present the doctor told his aunt that blindness was probably inevitable.

Three months later the boy was totally blind. He had been precipitated into yet another challenging world.

Before total blindness came, a call had been sent out to the Commission for the Blind, and the machinery had been set in motion to evaluate the eligibility and feasibility of such a case. There were some who shook their heads when a brain tumor was mentioned, and some who looked grave when the word epilepsy was used. But the boy was accepted as a client and was sent immediately to the Rehabilitation Center for the Blind.

Of primary concern was control of the crippling epileptic seizures. The neurologist had said he thought it could be done with drugs, and prescriptions were tried one after the other. The client steadfastly followed the recommended dosage, but the attacks continued. Drug strength was stepped up, and the client followed through to the letter. The staff of the Center began to notice that the boy was less talkative, but also less coherent. He frequently sat in a stupor from which he would rouse wih surprise when spoken directly to. He slept long hours during the night, and frequently dozed in class during the daytime. Reports were sent to the physcian explaining that the question had arisen as to which would be most desirable, an alert client with frequent epileptic seizures, or a sedated one with fewer seizures but pushed into a semi-coma for the sake of seizure control. An elaborate program of trying different drugs was set into motion, and certain combinations did reduce seizure severity somewhat.

"I want to go back to the University and become a lawyer," the boy had said during his initial interview at the Rehabilitation Center. The counseling atmosphere at the Center is largely permissive, and the client was not lead to feel bound to this early expression of objective. "The job of transcriptionist might be a good one," he later stated. "Especially if I could get one in a company like my father's." He was enrolled in a full schedule of classes. He liked doing things with his hands, although he was not skillful in their use. "I think I'll be a craftsman. I could live with my mother and I would have a sales outlet in my father's stores." He was still holding on to an old dream that would never come to be. "I wouldn't have any worries at all if I could work in a workshop. This would give me more time to write. But I guess what I really want is to be a businessman. My father has made an awful lot of money." And so the consolidating processes of realistic thinking under the influence of relatively permissive counseling began to work.

So that we could have some objective idea of what sort of stuff this man was made of a complete battery of psychological tests was administered.

> The Wechsler-Bellevue Intelligence Scale provided an I.Q. of 117, showing the client to be intellectually bright. The scatter of sub-test scores confirmed the presence of organic brain damage.
>
> The Bell Adjustment Inventory cryptically pointed out:
>
> Adjustment to Home: Very unsatisfactory.
> Adjustment of Health: Unsatisfactory.
> Social Adjustment: Very aggressive.
> Emotional Adjustment: Average.
>
> The Bernreuter Personality Inventory indicated strong need for dependent relationships and a dislike for solitude. It showed the client to be extrovertive, aggressive, and gregarious.
>
> The Pennsylvania Bi-Manual Work Sample and the Minnesota Rate of Manipulation Tests revealed low-level ability at manual performance and poor coordination.
>
> The Kuder Preference Record of Vocational Interests indicated percentile scores as follows:
>
> Mechanical 2
> Computational 38
> Scientific 20
> Persuasive 80
> Artistic 35
> Literary 96
> Musical 92
> Social Service 82
> Clerical 70

It was recognized that in all probability the client's verbosity, slight impairment in social judgment, aggressiveness, and occasional inability to concentrate and remain oriented

toward a task at hand was a matter of organic brain damage, either caused directly by the tumor or by the surgery and the ensuing scar-tissue formations subsequent to the operation. It was recognized that these symptoms would likely become more complex and obvious rather than disappear, and it was pointed out that this client would require continued attention with regard to supportive counseling, medical care, and supervision. It was recommended that he be accepted as a feasible candidate for extended rehabilitation services at the Rehabilitation Center for the Blind, and that plans for his employment be developed which would not stand in conflict with his several physical and personality traits.

Test findings and spontaneous reports from the client converged upon the occupational objective of business management and store operation. The client wrote his father, telling him about the services he was receiving at the Rehabilitation Center. The father, first stunned with righteous indignation and later pumped into a rage over the fact that the boy had been removed from the Colony, taken from the state, and parolled to his aunt, refused to answer the boy directly, but wrote to the aunt that since she had been so presumptuous as to accept parole responsibility, the boy from this date would be her charge. This sudden over-involvement caused the aunt to become gravely thoughtful.

The Rehabilitation Center closed for two weeks at Christmas time, and the client spent this vacation with his aunt. A combination of drugs had been found which had brought the seizures back to a frequency of one each month. This was a happy state of affairs, and everyone working with the case saw that it was taking on a new light of hope. "I think we will be able to stop the seizures," the neurologist told the boy, "but be sure to avoid becoming over-excited and avoid stimulants such as coffee and tea." The neurologist had failed to mention alcohol. Following a Christmas cocktail party, the client was struck down with five violent attacks. Through these episodes, the client did not regain consciousness, and the muscular spasms were so severe that several adults were required to lift him into the waiting ambulance. The aunt and her husband waited outside the treatment room at the hospital. A nurse appeared and said, "We will be some time yet. Those last seizures were severe, and a vertebra in his neck has been broken by the strain."

The client was placed in a cast from his head to below his waist. As he joked about his broken neck, the doctors desperately studied their findings of the past months in a search for a combination of drugs which would stop the seizures altogether. "It was the alcohol that did it," they all agreed. "One more attack like that will kill him."

When the client was released from the hospital, he returned to Rehabilitation Center complete with cast. The cast held his head well back, and he struggled good naturedly through the ordeals of classwork, personal care, and difficult meal times. The epileptic attacks, although reduced in frequency, refused to yield completely to control. In spite of his efforts the client could not successfully apply himself to the tasks required of him, at the Center, and his remaining there with the incapicitating cast was judged to be unfeasible.

The record reports:

"The client is not able to carry out even minimum requirements at the Center. It is an unfortunate fact that this client has not progressed as much as was hoped for, largely because of illness. The verbosity of this client has made him rather unpopular among the students at the Center, and at times he is pugnacious and aggressive. These responses seem to rise out of the client's feelings of rejection. Consideration should be given to the development of a plan which would provide emotional security and which will minimize the sense of failure upon leaving the Center. Unless the epilepsy can be controlled, it must be concluded that the client is not feasible for employment. One of several courses of action must be decided upon. One, the client may go to the home of his aunt, but this would be only a temporary solution, inasmuch as the aunt, now gravely aware of the responsibility which she has assumed, now feels that she cannot unreservedly continue in her care for the boy. A second possibility is that the client may be entered into a nursing home in North Carolina, if financial aid can be secured. Third, the client might return to the Colony.

In a conference, the client recognized the fact that going into his aunt's home was not

feasible because of conditions existing within the home making it impossible for the aunt to tolerate the emotional strain of the implicit responsibility. A letter from the aunt stated that she was now convinced that the client would never be able to accept a paid position, would never be able to travel alone, and, essentially speaking, would never be able to maintain himself in any responsible way without custodial care. The rehabilitation counselor working with this case did not in any way share these opinions.

As for the client's returning to the Colony, all persons involved in the consideration of the case rejected this idea. After a full discussion, the client requested that he be aided in finding a place in a home where he might live as a member of the family. The staff of the Rehabilitation Center found it disquieting to hear the client explain how he might be able to purchase from a family those relationships which would bring the security most of us find in free abundance.

Such a plan was approved, more in a spirit of not knowing what to do next, but with the hope that this would lead to something better. The client, working with a counselor, found a family which was pleased to accept him as a member of their family unit. They quietly accepted the small sum of forty dollars per month as the boy's contribution to the family expenses, and this sum was provided by the aunt.

In the months that followed the client showed remarkable progress. He thrived on the parental attention he received in his foster home, and he became big brother to a host of small children who scampered about the place. Efforts to affect complete drug control of the seizures had never ceased, and suddenly a combination of drugs, along with a more acceptable emotional life, clicked, and three months went by without an attack. When one came the client was asleep, and it was not severe.

The boy began to talk again of employment. The cast was removed from his mended neck, and it was necessary for the rehabilitation counselor to make more frequent visits to the home.

"The control of my fits," the client laughed one day, "is something to sing about. I'll bet my dad would be glad to hear about this." This was an idea. The father had been so completely repelled by the presence of epilepsy in his son, what would happen if he were now told told that the condition was being controlled and that the seizures might be expected to disappear. Six months passed and no attacks occurred. With the help of the aunt, plans were made for the psychologist to travel out of the state to visit the father in the hope that some sort of partial reconciliation might be brought about. Not only did the boy need money for his simple expenses, but the time was right for the emotional support which the father might be able to give. The report of the psychologist's visit stated in part:

"The man was obviously a well-seasoned business man. He seemed totally removed from any warm emotional feelings, but later in the interview I saw his lip quiver, and I knew that we had scored a strike. He was pleased over the progress his son had made. He was interested in the fact that the seizure states were disappearing. It was as if he were considering his son as an existing human being for the first time in many years. He seemed even proud when told that the boy knew how to manage money and would like to operate a small business, but he refused to lend any financial aid to this venture. He stated, 'I will provide bare necessities for John as long as you say so, but I will not buy any luxuries'."

As small as it was, this type support was what was needed. The letter which the father spontaneously wrote to the client was perfectly timed. The father had written that he felt he had made many errors in the past, but that he had believed at the time that he was doing the right thing. The boy rejoiced, and a shift in mood, which did not reverse itself, indicated the return of a measure of happiness as these two men grew as close together as their strange lives would permit.

As the doctor had said, "A brain tumor is a funny thing, you sometimes don't know what to expect." The obvious risk inherent in this case could not support a rehabilitation plan which would include setting up the client in an independent business of his own. Under the Small Business Enterprises of the Commission for the Blind, an industrialist was told the story of the boy's life, and was asked if

the client might be placed in the factory lunchroom as a trainee. "My wife is crippled from her waist down with polio," he said. "She's raising our three children, and if she can do that, I know this boy can run a business." And so, there came into the boy's life the sound of machinery running, the sound of business and of workmen asking for his service; and the paycheck at the end of the week. There came the commuting bus rides every morning and every night, along with the hundreds of others who were commuting from their homes to work. There came the delicious identification with others and the realization that he belonged. A year without a seizure brought yet another year, and there came a confidence and a belief in self; and then there came a wife. The boy had become a man.

"This case has been a loo-loo," the rehabilitation counselor said. "And I guess the future won't be altogether smooth." This was a tough one, but it was worth it—the work done with a boy who was not *strong,* who was not *efficient,* who was not *a good risk.* And, yet, I wonder: If we step back and take another look with our basic principle of rehabilitation in mind, we will surely see that what we really have is "the cream of the crop."

NEED FOR AND VALUE OF A WELL-DEVELOPED TRAINING PROGRAM FOR STAND OPERATORS

*Roy E. Jackson, Vending Stand Supervisor

Arkansas Enterprises for the Blind, Little Rock, Arkansas

I hasten to say that I realize many of you here could handle this subject much better than I. I am sure that all of the members of this group realize that there is a need for a well-developed, training program of the vending-stand operators; therefore, being in agreement, there must be value in one. For the sake of discussion this morning, may we talk more about of what a well-developed program consists and how it benefits the stand operator and our vending-stand programs. Since my fifteen years of experience in the vending stand program has been limited to the Arkansas program, I hope you will pardon me for referring to it as an example. You may also be interested to know that I first came into this program as an operator, and for the past thirteen years have been in a supervisory capacity, so I am speaking from my experience as an operator *and* supervisor.

With your indulgence, may I describe how we handle our training. In reality, our training begins before the blind person is referred by his counselor to the Stand Program for training, because my first contact with the prospective stand operator is while he is taking his adjustment training at the Southwest Rehabilitation Center for the Blind. As part of our orientation and educational work among the various agencies, a supervisor of the stand program visits the Center at least once a month, where he talks to the trainees about the Vending-Stand Program. At this time, any trainee who is seriously considering the Stand Program as employment may ask for individual conferences. Then, again, during his downtown travel in his mobility training, he visits various stands where he meets the stand operators and learns their locations. This also gives him an opportunity to observe the operator at work behind the counter. Those who definitely want to decide upon the Stand Program as a vocation goal spend the last two weeks of their adjustment training in the various stands as an observer. So, in reality, his orientation to the Stand Program is part of the adjustment or prevocational training.

By the time the blind person is referred to the Stand Program for his stand training, he has already received independent travel train-

*Visually handicapped.

ing, Braille, typing, and many other preliminary skills which he might need to function as an independent blind person.

On his first day of actual vending-stand training, he first reports to our office where he meets the staff. Here he is informed by a supervisor about the policies, procedures and benefits of the program, such as group insurance and hospitalization, vacation and sick leave, etc. He is then assigned to our training stand for two weeks, to work under the direct supervision of the regular operator of the location. Incidentally, this operator has been counseled as to how to work with a new trainee. During these two weeks the trainee is expected to familiarize himself with: (1) the equipment, (2) merchandise display, (3) understock, (4) retail prices of merchandise, (5) proper method of waiting on customers and making change, and (6) learning to restock beverage coolers and display counters. Several times during this period, he is visited by a supervisor of the Stand Program.

At the beginning of his third week, he is assigned to another stand where he repeats the same steps under the direction of another operator. After the repetition of this procedure in about three different stands, he is brought back into the office for a half a day of evaluation. At this time, he is merely introduced to the reporting form and procedures. If it is determined that his progress has been satisfactory to this point, he is assigned to one of the snack bar services where he becomes familiar with making and serving coffee.

After two months in various stands, he is again assigned to the training stand where he begins his instructions in buying and learning the wholesale prices and sources of merchandise. At this time, he also begins making out the daily reports. Understanding the daily reports, he begins to receive instructions in the weekly and the four-week period report. To be sure that he has a thorough understanding of the reporting system, he is expected to make reports on the business of the particular stand where he is training. These are checked against the regular operator's reports for accuracy. Although he is furnished with a period report by the office after going to work, he is requested to send in one for the first few months. If he is progressing satisfactorily up to this point, he is then given the responsibility of opening the stand and closing it. He is also given some responsibility in buying supplies. He may even relieve the operator for a short period of time.

After four months of intensive training, when possible, it is advisable to place an operator as an assistant where he can get a few more months of work experience before assuming the full responsibility of managing a stand.

Needless to say, a well-developed training program should be a continuous process. At every visit of the supervisor, the operator should get some valuable instructions in merchandising, display, personal relations, etc. Another technique of training that we have found very valuable is through the means of an annual sales meeting. This not only gives the operators an opportunity to collectively review policies of the program, but they hear lectures from merchandizing specialists from related fields on principles which they can apply to the management of the stand.

To illustrate the value of a good training program, may I use two examples; one who failed because of lack of proper training, and one who succeeded as a result of proper training.

E. H., age 45, carpenter, lost his sight due to cataracts. He was referred to the Stand Program by the Rehabilitation Counselor about twelve years ago. Since there was a vacancy in a stand in his county, he was brought into Little Rock for about two week's training. He had not worked quite six months until the supervisor began to have difficulty with him. He first got the impression that he was the only blind person in the program. It developed that since he was only in Little Rock for such a short time, he had only worked with an operator who was partially sighted and did not understand that the program was set up for totally blind people as well as partially-sighted. Then he began to "gripe" and complain to his customers and building management. When the supervisor tried to counsel with him, he assumed that he didn't understand blind people. The sales began to fall off until finally he quit and was replaced by another blind person.

V. M., age 39, came to the Stand Program after completing adjustment training at the Southwest Rehabilitation Center for the Blind.

The individual had been turned down by the Stand Program previously, because it was felt that he was not feasible for it. He had attended a school for the blind, but because he had defective hearing and had been sitting around idle for so long, the Rehabilitation Counselor of the Vending Stand Program did not feel that he could be trained to operate a stand. With his pre-vocational training in the Center and the follow-through with four months of vending-stand training, he was placed in charge of a dry stand in the Post Office in Fort Smith, Arkansas. He managed his business in such a creditable manner that just recently he was promoted to a new snack bar. This snack bar was located in a furniture factory. He is now married, and for the last three years has been mentioned as one of the three Best-All-Around Operators.

I believe that anyone studying these two cases would see that failure and success were due to the difference of having and not having a well-developed training program for Vending Stand Operators.

A PRIVATE AGENCY'S PROGRAM FOR INDEPENDENT VENDING STAND OPERATORS

*Walter Barrett, Employment Supervisor
New York Association for the Blind, New York, New York

About thirty-five years ago, The New York Association for the Blind, better known as The New York Lighthouse, inaugurated a new vending-stand program which sought to make operators self-reliant and independent.

Toward the close of the 19th Century, a law was passed, making it compulsory for newsdealers to obtain licenses from the city to operate stands at strategic locations, such as those under elevated railroad stairways and at subway entrances. The increasing use of these modes of transportation gave rise for a demand for revision of the law to serve the needs of the handicapped. Veterans disabled in World War I added impetus to this movement, thus bringing about the enactment of new legislation in 1920. Under this law, which is still in effect, priority for newstand locations adjacent to subway kiosks and under elevated railroad stairways was given to veterans with service-connected disabilities, with the blind and other handicapped groups receiving second and third consideration.

It was at about this time that The Lighthouse started its stand program. The objective of placement work should be obtaining gainful employment for as large a number of individuals as possible. With this in mind, our agency decided to take full advantage of the provision of the newsstand law which applied to the blind. It was agreed that in order to accomplish this, we should render service sufficient to help the stand operator function independently—that is to say, a maximum of service with a minimum of supervision.

One of the first steps was establishing a good relationship with city departments concerned with the issuance of licenses and permits. The Commissioner of the New York City Department of Licenses, who is appointed by the Mayor, issues most newsstand licenses, for which an annual fee of $10 is charged. Locations in or adjacent to parks, for which a monthly rental is paid, are under the jurisdiction of the New York City Department of Parks. A state law dating back to 1899, authorizes mayors to permit licensing officials to issue no-fee licenses to the blind. Blind dealers in our city are given this consideration at the discretion of the Commissioner. Each license application which we submit is accompanied by an affidavit attesting to blindness. With few exceptions, the commissioners with whom we have dealt have accepted our recommendations. The issuance of no-fee licenses does not apply to Park Department stands.

*Visually handicapped

In order to present a clearer picture of the situation in our city, we should like to explain the designation of stands under the City Department of Licenses. Those adjacent to subway entrances are known as kiosk locations; those under elevated railroad stairways, as E.R.R. locations; those at street corners near bus stops, in front of busy office buildings, or wherever pedestrian traffic is sufficient to warrant service, as curb locations; those on which stands are against buildings, as stoopline or owner's consent locations. As we have indicated, under the law, eligibility for kiosk and E.R.R. stands is determined according to the following classifications: 1. Veterans with service-connected disabilities; 2. The blind; 3. Other handicapped individuals. Curb and owner's consent stands are licensed by the Commissioner at his discretion. In addition to city license, the operator of a stoopline must have the signed consent of the property owner. For the most part, commissioners have been inclined to give preference to the blind for curb and stoopline stands. However, any license previously held by a disabled veteran is usually offered to another veteran. The same holds true in so far as the blind are concerned. The law further provides that, in the event of the death of the licensee, a member of the immediate family who can prove dependence on the earnings from the stand may be considered eligible for the license. Although this has resulted in the loss of some locations to the widows of deceased blind dealers, we have been able to get some of them back eventually.

From the time the first licensing law was passed up to about the middle 1930's, busy newsstand locations were bought and sold for large sums of money. Needless to say, the blind were not the beneficiaries of this vicious racket. However, there was a clean-up in 1934 which resulted in certain modifications of the law intended to control this situation. The license, which is not transferable, designates the exact space on the sidewalk which the stand operator may use. It also specifies the type of equipment to be used which, by the way, is not provided by the city. If there is a stand on the location when a new dealer takes over, it may be considered the property of the previous licensee and may be sold by him for a reasonable sum. For many years the newspaper publishers supplied stands free of charge. About fifteen years ago they abandoned this practice because it proved too costly. Therefore, it became an important function of our program to assist prospective stand operators in putting existing equipment in good condition, or replacing it. Prior to 1943, newsdealers operating curb and kiosk locations were restricted by their licenses to the use of open stands measuring 6′ in length, 30″ in height, and 18″ in width. This type of stand was equipped with a roof which had to be lifted and fitted over the top in inclement weather. These restrictions represented a very severe hardship for newsdealers. Fortunately, however, in 1943 a new law was passed, permitting the use of a closed stand, or booth, as it is known, which must not exceed 6′ in length, 5′ in height, and 3′ in width. Our agency was instrumental in having this legislation adopted. In addition to his license, a dealer must have a special permit to use a booth, which must be approved by the Department of Licenses and by the borough president's office. Since stands used on E.R.R. locations fit under stairways, these restrictions do not apply. However, they must not extend beyond the point where the stairs are 7′ above the sidewalk.

The question must have occurred to you as to what dealers do about adequate lighting and heating. Before the use of closed stands was permitted, some dealers used gasoline lamps, or depended upon lighting from nearby business establishments. Their only protection against cold and inclement weaher was warm clothing. Those operating at E.R.R. locations were more fortunate in that they were permitted to have closed stands, equipped with electric service. With the wider use of closed stands, which can be equipped with electric service, lighting and heating no longer present as great a problem. Before this service can be installed, however, certain steps must be taken. Here again, our agency offers a very valuable service by helping our dealers to accomplish this expeditiously. Without going into too much detail, we should like to give you some idea of what this entails.

In our city, electric service is provided by the Consolidated Edison Company of New York. Although there is no charge for bringing service from the street to the stand, the

dealer must hire a licensed electrician to do the wiring, which must comply with specifications of the Edison Company and with certain city regulations. In addition, the Transit Authority must be consulted wherever subway property is involved. Through our efforts, these procedures, which would ordinarily require anywhere from three to six months, are often completed in a much shorter period of time. Wherever permission for electrical installation is denied, dealers are obliged to use kerosene stoves and gasoline lamps. We go to great lengths to avoid this because of the obvious fire hazard involved.

"What protection," you may ask, "does a dealer have against damage to, or destruction of his stand by fire or any other accident?" In establishing a newsstand operator in business, we assist him in obtaining insurance. The minimum coverage is $600 and the annual premium is $14.48. This affords protection against fire, weather and vehicular damage, and malicious mischief. Where necessary, we advance him funds to take care of the first premium.

In addition to determining eligibility and type of equipment, our newsstand law restricts the operator to the sale of newspapers and periodicals. Before issuing a license, the Commissioner consults the Publishers' Association, which includes all those concerned with the sale and distribution of newspapers and magazines in the city. It was therefore imperative for us to cooperate closely with these publishers, to facilitate their approval of locations in which we were interested, and to work out the many problems concerned with deliveries.

For the most part, newspapers are delivered daily and are paid for on a C.O.D. or weekly basis. Others are delivered semi-weekly or weekly. The publishers require cash deposits equal to two weeks' bills for those paid for on a weekly basis. In the beginning we placed these deposits for dealers who were unable to do so themselves. However, as the need for this service increased, a better plan was evolved. Under our present arrangement, we place guarantees, or letters of credit, with the publishers, thereby assuming responsibility for unpaid bills. Although in some instances a bill may exceed the amount specified in the guarantee, we are morally obligated to meet it. However, it is the responsibility of the supervisor to control this situation.

Once a dealer is established in business, we expect him to turn small sums over to us weekly or monthly. When he has paid sufficient to cover his guarantees, his money is placed with the publishers as cash deposits in his name, thereby cancelling our guarantees, and receipts are turned over to him. These deposits are retained by the publishers as long as the dealer is in business. In most cases he does receive interest on his deposit. For many years, we guaranteed all accounts. However, due to the fluctuation in magazine sales, we found this to be a losing proposition. Therefore, we now restrict our guarantees to newspaper accounts. We have been giving our dealers this service for over thirty years and can honestly say that our losses have been very small. Guarantees range from $50 to $500 and must be renewed annually. Although we do not guarantee magazine accounts, we do give our dealers grants and loans, not only to take care of magazine deposits, but many other business and welfare needs as well.

Thus far we have dealt only with the newsstand phase of our program. Now we should like to discuss another major service — the placement of operators at cigar and candy concessions, and small candy stores.

Our cigar and candy concessions are located in city and private buildings and on outside locations at which dealers are not restricted to the sale of newspapers and magazines. In addition to his newsstand license, the operator of an outside, or owner's consent location established prior to 1935, must obtain a license permitting the sale of tobacco and candy products and soft drinks. We secure concession space in private buildings through contacts with building owners and real estate companies.

Prior to 1940, space in city buildings was assigned on a bid basis. Although we did obtain some of these locations by meeting the financial requirements, we considered this a most undesirable arrangement. Therefore, in 1940 a plan was worked out with the New York City Bureau of Real Estate, under which space in lobbies of city buildings would be assigned to blind welfare recipients recommended by The Lighthouse. It was further

stipulated that each application must be accompanied by a certification from the City Department of Welfare. No rent was to be charged for such space. This plan was approved by the Board of Estimate and is still in operation. In some cases the city has installed equipment. For the most part, however, it is the responsibility of the prospective operator or sponsoring agency to provide equipment which is compatible with the architecture of the lobby and meets with the approval of the city department having jurisdiction, which in most cases is the Department of Public Works. It is also the operator's responsibility to keep his stand clean and neat ,and to maintain an orderly operation. Failure to meet these requirements might result in the cancellation of his permit by the city.

In applying for such a location, we meet with a representative of the Department of Public Works to determine the exact space in which the stand is to be located. We then submit a sketch for approval, showing the type of equipment which we propose to use, and any changes which are deemed necessary.

The application and certification are then submitted to the Bureau of Real Estate for final approval and issuance of a permit. We are now ready to set about the task of establishing our prospective operator in business.

He is given assistance in securing appropriate equipment and arrangements are made for him to receive merchandise from reputable jobbers. Although, as we have already stated, the plan for setting up cigar and candy concessions in city buildings is still in force, some changes have been made. The City Bureau of Real Estate will accept blinded veterans for these locations, but they are required to pay a nominal rental.

In obtaining candy store locations, we deal with owners and real estate agents, as we do in securing concession space in private buildings. Here again, we follow practically the same procedure, except that when taking over a store which is still in operation, we find that many more details are involved. Since storekeeping requires long hours of operation and the handling of a variety of items, and because it may not be sufficiently profitable to warrant the hiring of a clerk, we are inclined to recommend it only for those who can depend upon members of their immediate families for assistance.

Undoubtedly you are all familiar with the amended rehabilitation law passed by Congress in 1943, which has proved of tremendous importance to the physically handicapped in general, and especially to the blind. I refer, of course, to the Barden-La Follette Act.

In 1946 the New York State Department of Social Welfare instituted a plan for its Vocational Rehabilitation Service. Arrangements were made to utilize our agency's facilities for the carrying out of effective rehabilitation programs.

It was readily recognized that in order to give prospective vending stand operators the most effective course of training, we must offer instruction and on-the-job experience. For many years we had been following this practice on a smaller scale. In addition to making funds available for training, the Vocational Rehabilitation Service in our state authorizes expenditures for the purchase of equipment and initial stock. Our course of vending stand training extends over a period of at least three months, and longer where indicated. After completing a course of general evaluation training, the trainee is placed at a newsstand, concession or store with an experienced, competent operator. The supervisor makes frequent calls to observe the trainee's progress and to make appropriate suggestions. Frequent office interviews are conducted, in which the trainee is questioned on the techniques of stand or store operation and is given an opportunity to discuss his problems. If he is not making satisfactory progress, immediate steps are taken to determine the reason. He is transferred to another stand or store if the fault lies with the instructor. Otherwise, he is given even closer attention by the supervisor and is afforded every opportunity to prove his suitability for the work. If, after a reasonable length of time, he fails to grasp the techniques and appears temperamentally unsuitable for the work, the trainee is referred back to his counselor for future planning. On the other hand, when a trainee has given sufficient indication of his ability to operate a stand, steps are taken to arrange for his placement as soon after the completion of his training as possible. This involves many

details, some of which we have already mentioned.

We average 30 placements a year and at the present time we have under our supervision 179 newsstands, 10 candy stores and 22 concessions — 12 in city, and 10 in private buildings. We do not keep records of each operator's earnings, but would estimate that they range from $25 to $100 a week, with the average falling between $40 and $60 a week.

While awaiting placement at a stand or store of his own, a prospective operator is given employment as a clerk or as substitute for a dealer, so that he will not lose the facility which he has gained from his training. In so far as possible, we endeavor to meet the individual needs of each operator. While we do recommend that our applicants avail themselves of the advantages of V.R.S. sponsorship, whether they choose to do so or not has no bearing on their eligibility for our services.

Age is not as much a factor in our stand program as it necessarily is in industrial placement. Of course, we must be realisitc about it. For example, one must be 21 years of age or over to qualify for a newsstand license. It is unlikely that we would accept an individual for stand or store training who is 70 or over. In selecting a candidate for training, we consider personality, business potentialities and past work experience. We do not insist that this experience be in stand work or in a related field, but we are interested in his employment record and also in the length of time he has been unemployed. This information gives us some indication of how much initiative he has and how resourceful he is. These two factors are of vital importance in the successful operation of any business. A neat appearance is equally essential. Above all, the individual must enjoy his work and must have confidence in his ability to succeed as a stand operator.

To summarize, the goal of our program is to establish in business those who are capable of functioning successfully with little or no help from us. At the same time, we stand ready to give them any service to help them meet any unpredictable problems which may arise.

MUSIC COMMITTEE

HARMONY AND TUNING

*Edward Menke, Editor
The Braille Piano Technician, Chicago, Illinois

Harmony is the natural result of the physical laws of vibrating soundwaves in the atmosphere and, subjectively, by the Corti fibers within the ear itself.

Pythagoras of Greece, 500 B.C., philosopher, physicist and mathematician, commonly considered the father of music, produced harmony on his Monochord by dividing the string into two equal parts, thus producing the Octave tone to the Fundamental, then he divided the string into three segments, this produced the Fifth interval. Thus was formed the first pure harmonious Unison, Octave and Fifth interval of music. This form of music, instrumental and vocal, lasted until the 10th Century.

Euclid, a famous Greek philosopher and physicist, 300 B.C., increased the range of the Pythagorian scale. This added a Minor to the Greek scales. During this period the ancient Greek Tetrachord, known as the Lydian, C, D, E, and F, was fused with another Lydian Tetrachord, a Pythagorian Fifth interval higher, to form the later Greek Diatonic Mode. In this scale of seven tones, all of the intervals were tuned pure. This form of music, consisting of seven Major and Minor modes, lasted until the 17th Century.

Francis Salinias, a Spanish musician and teacher, who was born blind, 1530 A.D., was the real inventor of the Meantone Temperament. This form of tuning lasted until about 1850.

Mersenne, a famous French Physicist, 1588-1648, considered by many to be the father of acoustics, was the first person to discover the harmonics of a vibrating string, hence, the natural law of vibrating sound-waves. This included the 6th and 7th harmonics. In 1636 he contributed the correct ratios for Equal-tempered Intonation. Unfortunately, these ratios were not used in tuning until the middle of the 19th Century.

Jean Remeau, a noted French composer and authority on harmony, 1683-1733, was the first person to discover the first six harmonics of the human voice. He was also the first authority on the theory of harmonic music, the laws of harmony and the inversion of chords.

Christofori, Bartholeomeo Padura, Italy, 1665-1731, a harpischord tuner and technician, invented and built the first pianoforte in 1709.

Mortiz Hauptman, a noted German composer and theorist, 1792, was the first authority on building chords on Major and Minor Thirds instead of on Fifths; Herman Helmholz, a noted German physicist, 1821-1894, on the analysis and harmony of homophonic, polyphonic and harmonic music and scales.

With the introduction of harmonic intervals and the pianoforte, pure harmony was sacrificed for modulation. As a result, pianoforte tuners had to learn to proportion the vibrations or "Beats" of all intervals within Tetrachords, Triads and all their various parts, to produce Tempered Intonation. These proportions had to satisfy all musicians. The varying degrees of musical values of the seven Consonant intervals are determined by their relative position in the compound harmonic scale.

The harmonic scale up to its 8th tone is based on the Fundamental or Tonic C, Tonic or first harmonic C, 2nd harmonic C, 3rd harmonic G, 4th harmonic C, 5th harmonic E, 6th harmonic G, 7th harmonic B-flat, and 8th harmonic C.

The seven Consonant intervals listed in the order of their musical value are: Octave, Fifth, Fourth, Major Sixth, Major Third, Minor Third, and Minor Sixth. The seventh har-

*Visually handicapped

monic is foreign to the Tonic of C natural.

The harmonic scale is also the tuner's guide for proportioning the vibrational frequencies of the Consonant intervals. The Octave is the only interval in tempered intonation which retains its pure form in tuning. The other six Consonant intervals must have varying degrees of "Beats" for our modern intonation. The tuner must be guided for the "Beat" frequencies of all intervals by the two coinciding tones of the harmonic scale. Observe the numerical relationship of the "Beats" for the different intervals within each chord. Example: Major Triad D-F sharp-A, and its two inversions; Major Third D-F sharp six "Beats"; Minor Third F sharp-A, ten "Beats" and Fifth D-A, one-half "Beat." First inversion of the Tonic Triad, Minor Third, F sharp-A, ten "Beats", Fourth A-D, one "Beat" and Minor Sixth F sharp-A, twelve "Beats." The second inversion of our Tonic Triad; Fourth A-D, one beat, Major Sixth A-F sharp, ten beats, and Major Third, D-F sharp, twelve beats. Fuse the three Triads, such as, D-F sharp-A-D-F sharp and observe the numerical relationships, such as, 0.5, 1, 6, 10, 10, 12, and 12 beats. These beats will all harmonize when the five-tone chord is played. There are many, many other Triads and Tetrachords which could be demonstrated, but the one example should suffice.

When the pianoforte is out of tune, or the tuner has not accurately proportioned the beats within all intervals and chords, there will be a clash of tones between the Corti fibers within the inner ear and those entering the ear from the outside. Here we have objective sound-waves and subjective nerve fibers of different frequencies producing a disturbance within the hearing mechanism which can be irritating to the nerve system.

Consequently, musicians, teachers and students fail to obtain the benefits of good-tempered harmony. These three groups should cooperate with efficient piano tuners for the advancement of music and more practice by piano students.

Pipe organs, pianos and all other stringed instruments should be kept in good tune if we expect to obtain good harmony from them.

MUSICAL ACTIVITIES IN AGENCIES FOR THE BLIND IN THE UNITED STATES AND CANADA

*Stanley Wartenberg, Employment Director
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Music!!! An art as old as civilization itself — has provided culture and enjoyment for millions through the concert hall and electronic channels in this nuclear age of ours.

"How are the blind faring in music in this era on the threshold of audimation?" is a question asked by the Chairman, Herbert C. Treneer, of the Music Committee of the American Association of Workers for the Blind.

As there is no one source of central information on this subject, we were obliged to resort to the quesionnaire. In order to obtain the greatest response, this was held to one page and maintained as simple as possible, covering the three areas in which blind people might be concerned with music. Music as a Profession; Avocational Music; Music Appreciation.

In order to find the centers for the blind where music might form a part of their program, we used the American Foundation for the Blind DIRECTORY OF ACTIVITIES FOR THE BLIND IN THE UNITED STATES AND CANADA. At the time of our mailing of the questionnaire, the 1956 edition had not as yet been published; therefore, we were obliged to use the 1954 DIRECTORY, resulting in some inaccuracies and possible changes of address.

One hundred and twenty-two questionnaires were mailed out to adult agencies for the blind which might have music as a part of their program. A survey had already been done by this Committee on Music in Schools for the Blind by Mr. Anderson of Columbus, Ohio in 1952. There also may be musical training purchased through the various state rehabilita-

*Visually handicapped

tion organizations, but that should provide the basis of still another survey. It has, therefore, not been dealt with here. We pause here to express our sincere thanks and appreciation to those 83 organizations which replied. Their cooperation was heartwarming, and the information obtained of inestimable value. We did not include questions about concert performers, because their engagements may be irregular and it is sometimes difficult to consider them as fully employed. This is similar to the case of sighted musicians, where concert artists are frequently obliged to engage in teaching or other employment activities.

The questionnaire read as follows:

1. Does any form of musical activity constitute part of your total program?
   49 replied YES. 34 NO.

2. If so, is your musical activity designed for:
   (a) Professional Musicians — *5 Agencies replied YES.
   (b) Recreational Music—*45 Agencies replied YES.
   (c) Music Appreciation—*24 Agencies replied YES.

A. Professional Category

1. Do you operate a Music School?
   1 out of 83 answered affirmatively; 2 DO NOT.

2. Do you operate a Music Department?
   6 stated they DO operate a Music Department; 77 Agencies DO NOT.

   (a) Check Subject Taught:
   Voice—4 Agencies
   Piano—6 Agencies
   Violin—2 Agencies
   Musical Theory—3 Agencies.
   Braille Notation—4 Agencies.
   3 Agencies report they teach other subjects.

   (b) How many students do you enroll?
   A total of 382 students are enrolled in 5 agencies as follows: 250 in one, 26, 6, 75, and 25 in other agencies.

   (c) For how many students do you purchase lessons?
   In 2 Agencies there is a total of 43.
   18 are sponsored by Lion's Clubs in 1 Agency; 25 are given free lessons in the other.

   (d) To how many students do you grant Music Scholarships?
   1 Agency reports they do, but no figures were given.

B. Recreational Music

1. Do you have a chorus of blind singers?
   22 Agencies replied YES; 61, NO.

2. Do you encourage non-professional vocal soloists?
   34 Agencies reported YES; 49, NO.

3. How many of your clients play:
   (Since many agencies did not give figures, we are only reporting the number of Agencies.)

	Agencies
Guitar	25
Piano	36
Violin	16
Orchestra	9
Trumpet	4
Cello	1
Harp	1
Zither	1
Saxophone	17
Drums	15
Dance Bands	14
Harmonicas	2
Horns	1
Bell Ringers	1
Xylophone	1
Flute	1
Accordion	9
Organ	4
Ukelele	2
Clarinet	2
Mandolin	2
Banjo	1
Recorder	1
Other instruments not stated	3

*We note here that some agencies reported on on all three categories; others reported none, so the above groupings do not necessarily add up to any total figure.

C. Music Appreciation for Blind People

1. Do you arrange for Concerts?

   38 Agencies report they DO; 45 DO NOT.

2. Do you arrange for Musical Entertainment?

   50 report YES; 35, NO.

3. Do you provide radios?

   58 Agencies report YES; 25, NO.

4. Records or Record Players?

   28, YES; 55, NO.

D. Full or Part-Time Employed Musicians

1. In your service area, do you know of any blind musicians such as:

   Church Organist—21 Agencies report they do.

   Church Singer — 30 Agencies report they do.

   Teacher of Voice—12 Agencies report they do.

   Teacher of Piano—27 Agencies report they do.

   Night Club Organist—15 Agencies report they do.

   Night Club Singer — 16 Agencies report they do.

   Night Club Pianist—30 Agencies report they do, and one reports a Cellist.

   11 Agencies report they know of teachers of other instruments.

2. Do you lend Braille Sheet Music?

   4 Agencies report they do.

3. Large Print Music?

   1 Agency.

The foregoing covers the United States. Our Chairman was anxious to include Canada. However, since the Canadians have one major organization for the blind, it would be extremely difficult to secure information from that great country on the basis of our questionnaire which was tailored to suit the situation in the United States. We, therefore, quote excerpts from a letter received from Mrs. Edith Simpson, Music Consultant of The Canadian National Institute for the Blind:

> "We can only give you general terms on the numbers of people in various branches of music, but we have some doing just about everything you can think of. In the teaching profession, blind people teach piano, organ, singing, violin, cello, several wind and brass instruments, theory and solfege, and also composition.
>
> "We do everything we can to encourage all kinds of musical activities which will help blind people to gain a greater degree of happiness and stability in their lives, and we are prepared to give financial assistance as it may be required to those who need lessons or who may become professional musicians and teachers. We do not give lessons in the Canadian National Institute for the Blind, but arrange studies with suitable teachers and in schools which carry the regular courses for sighted students. Some students may go on to the university level, especially if they go into school music teaching, which is just opening up for blind teachers who have the required personality and the necessary training."

In conclusion, we find that music does play an important part in the vocational lives of many blind people. The blind music teacher and performer are taking their places in our competitive society. Blind people have found it profitable to use newly developed electronic instruments, and they, too, bring their talents to the public through vast electronic networks of radio, television, and recordings.

Many blind persons, engaged in musical pursuits on a part-time or vocational basis, find it profitable to play music in addition to their regular employment.

Don't we all enjoy a variety of music brought to us through radio, television, and recordings? It would make Beethoven or Brahms proud to realize that their art is now a multi-million dollar business and fulfills the artistic needs of nations.

WHY POPULAR MUSIC FOR THE BLIND?

*Robert M. Sherman, Instructor of Music
State School for the Blind, Vancouver, Washington

Introduction:

Though most of the material for this paper comes from personal experience in the field of popular music and from the experience of others in this field whom I have known, some of the information pertaining to the successful blind musicians comes from the book Guide to Jazz by Panassie and Gautier.

My experience in popular music began while I was still a student at the Washington State School for the Blind, with the organization of a little dance orchestra which, under the wise guidance of our faculty and superintendent, became one of our school's outstanding activities. Lively participation in this musical group perhaps more than anything else led me eventually to the study of serious music. Had it not been for the opportunities for work afforded by popular music, it would have been impossible for me financially to have earned my B.M. degree from the Portland School of Music in Portland, Oregon. And for the next ten years after college it was popular music, together with piano tuning and teaching privately, that supported me and my family.

My success in popular music has been equaled in varying degrees by some 40 to 50 visually handicapped people in the Northwest over a period of twenty-five years. It is my belief that this number, whether they use their music professionally or socially, could be greatly increased, if students who wanted to play dance music were taught and encouraged with this field in mind. All too often, many students have been turned away simply because they could not or would not learn music in the orthodox manner. Some of these so-called failures later became self-supporting, earning up to $100 a week playing popular music. I was dropped from our music department several times because I was not ready to learn to read notes; and I probably never would have studied music again if it had not been for our music appreciation classes and the above-mentioned school dance orchestra. The musicians' unions of the country have many members who cannot read a note of music. Nevertheless, these people are earning part, and in some cases all, of their living playing for dances, radio programs, etc.

Definition of Popular Music:

Though this may not be an exact quotation, I once heard Dr. Sigmund Spaeth say that popular music is music that is popular. For the purposes of this paper, the term "popular music" is meant to include the various types of our American dance music, such as jazz, Dixie, swing, Western music, be-bop, progressive music, boogie woogie, rock'n-roll, old-time square-dance music, or any other form of light music which can be used for entertainment, either socially or professionally.

Prerequisites To Success:

Most important of all in the entertainment field, as in any other field, is the person's ability to adjust to and work well with other people. He must come up to the sighted entertainer's standards of poise and good grooming. Unless he does, he will find it hard-going, no matter what he chooses to do. The training in personal relationship should of course begin in early childhood. It goes without saying that the musician who is well trained in classical-serious music with courses in harmony, counterpoint, orchestration and a good technical command of his instrument or instruments, will have an excellent chance of success. However, there are many musicians working today who have had little or no formal musical training. One of the most important essentials of this business is the musician's ability to "fake"—play by ear. This ability to fake can, in many cases, be improved with practice. Another "must" for the would-be musician is a repertoire of 300 to 500 pieces. Some of them can be standards, some

*Visually handicapped

of them can be current hits. He must also be able to learn new music rapidly.

SUGGESTIONS FOR A TRAINING COURSE:

No attempt has been made here to outline a full course in popular music. However, here are a few points which might be helpful in formulating such a course:

1. All students should have a good foundation in classical music, with a good technical command of their instruments.

2. The study of the composition of jazz music with its A,A,B,A, phrase, plus its harmonic structure, will aid greatly in the memorizing of this music.

3. The musician should have a knowledge of the various styles of music, such as Dixie, swing, bop, progressive, Western, rock'n-roll, Calypso, etc.

4. The musician should be familiar with the various rhythms used in dance music, such as waltz, fox trot, rumba, mambo, samba, Calypso, and any other form of dance rhythms used by our professional orchestras.

5. A course in music theory should be given, with special emphasis on the chords used in popular music.

6. The system of writing a melody and the chords of a popular piece used by the Canadian National Institute for the Blind, Braille Transcription Service, should be of great help to anyone who wants to keep up with the current hits. This fine work is a step forward for the lovers of popular music. Another step in the right direction is the William C. Handy Library of Popular Music with some of the standard dance tunes published in Braille by the Louis Braille Institute of America, Inc. This fine collection of standards should prove to be an indispensable addition to any musician's library.

7. The importance of the "jam" session for training purposes cannot be overestimated. When a group of musicians gather together to play for each other and for their own enjoyment, improvising as they go, they are said to be having a jam session. And it is through this medium that the musician who cannot read gets his real on-the-job training. A residential school for the blind is in a particularly advantageous position to encourage jam sessions. Unfortunately, some of these schools have been reluctant to recognize jazz as real music, but now that it is being taught in our colleges as a true American art, probably schools all over the nation, schools for the blind included, will begin to teach this subject.

It has been my experience that, contrary to the belief of many music teachers, a course in popular music does not lead students away from classical music. I have had a number of students who, after studying popular music for awhile, returned to classical.

OPPORTUNITIES FOR EMPLOYMENT:

The music business has no barrier of race, creed, color or handicap. All that seems to be required is the ability to produce. In this field, perhaps more than any other, the blind man is accepted on an equal basis with the sighted musicians, and he may go as far as his ability and initiative will allow. It is possible for the capable and well-schooled sightless person to work in large bands, as some are doing now; this is the case particularly if he happens to be a pianist, accordionist, guitarist, bass player or drummer. However, in small combos—groups of from 2 to 5 musicians—the opportunity for work is practically unlimited, especially for a pianist. The sightless person can, if he has the initiative, work almost as often as he would like, and with practically any instrument.

The electronic organ has opened many new jobs for our musicians in solo work and again in small combos. It is forunate for us as musicians that these small combos are so popular in the clubs and dance halls throughout the country, and usually the blind musician is more successful when he works with sighted, rather than other handicapped groups.

With the wider recognition of our American jazz music as an art form, it is only natural that there would be a demand for teachers in this specialized field, and the opportunities for success here, too, for the able blind person with business ability, are as bright as in any of the above-mentioned fields.

PROMINENT ARTISTS WHO HAVE LED THE WAY:

Though the succession of artists' names on this list has no significant relationship to the order of their greatness, Art Tatum, the foremost jazz pianist, has exerted perhaps the greatest influence on jazz, and piano playing

in particular, since the beginning of this art in New Orleans. His recordings are at a premium in the libraries of jazz lovers throughout the world.

Among the earliest artists of jazz whose recordings are collectors' items today are guitar and blues singers "Blind Blake," "Blind Boy" Fuller, "Blind Willie" Johnson, and "Blind Jefferson," first primitive blues singer to have recorded before the birth of jazz.

In addition to the above-mentioned Tatum, other contemporary notables include such names as George Shearing and Lennie Tristano, progressive music artists; Al Hibbler, until recently a singer with Duke Ellington; Fred Lowrey, whistler with Horace Heidt's orchestra for many years; Alec Templeton, prominent pianist and musical entertainer, and many other sightless, eminent musicians too numerous to mention. But the opportunity in popular music is not confined to a few specially gifted persons. Many of our boys were working even during the depression when jobs were hard to find. Some of them have helped earn their way through college by working in dance bands. A good number of sightless musicians today are earning over $400 a month. Many others have used popular music to bolster the pay check from their regular employment.

Though I have not dealt in this article with the advantages to be gained socially through popular music, they are too important to pass by completely. Many blind people today are so busy with their musical activities in community service clubs and churches and in bringing pleasure to their sighted friends that they have no time or need to sit home with their radios.

CONCLUSION:

This paper has been written for the purpose of presenting and answering the question "Why Popular Music for the Blind." The opportunities afforded by the field of popular music, together with the high degree of success enjoyed by our people on all levels of the music profession, has led me to the conclusion that popular music can and does pay the same dividends to us as to the sighted. It is possible that further development of a training program in this unrestricted area could bring happiness and financial success to many more students of popular music.

THE LANGUAGE OF THE INNER MAN—MUSIC

Mrs. Eve V. Welbourne

Whereas, I appreciate the privilege granted me to address this fine group representing the American Association of Workers for the Blind, I sincerely regret that the opportunity had to present itself as a result of the sad and sudden passing of Mr. Carl Mathes, who was originally scheduled to speak to you at this time. Because I am a firm believer that the "spirit of man" prevails eternally, I care to think that right here and now, among us, is the "presence" of all that which was Godly in the soul so recently departed.

We are gathered here today in one primary and common interest, namely, to help our fellow-man, particularly those with physical handicaps, and specifically those with visual impairments, to help them find a place for themselves in this glorious and abundant life, where there is room for all, and concern with all, regardless of deficiencies.

We all know that the work being done by your organization and others such as yours is fast gaining ground in the eyes of the general public, which is, indeed, very encouraging.

Placement agencies are opening doors in industry to many of our handicapped, the physical, as well as the visual.

Rehabilitation and educational programs are doing a two-fold job, training those with deficiencies to accept their condition, and to assume responsibilities accordingly, while industry is being reminded that they are employing "abilities" and not "disabilities."

The gradual acceptance and integration of the handicapped by Society as a whole be-

*Visually handicapped

speaks a more healthy attitude toward the problem. It is becoming more apparent that to be a "part of," as opposed to "apart from," a society can be the difference between "living" or "vegetating," thus making for effective or ineffective citizens.

However, as we can all testify, it is not sufficient to find outer expression alone in this life, regardless of what surface success one might achieve. There seems to be something within the human heart which cries out that it, too, wants to be recognized and heard; it too, wants to find its place in life's livingness. We cannot ignore this cry, for to attempt to do so would be akin to enslavement, and to enslave the spirit of man I believe is far worse than to enslave his body.

Thus, I come to the topic of my discourse: "The Language of the Inner Man—Music."

As is evidenced today by both the increased sales and production of musical instruments, the general public is becoming more and more aware of the great pleasure derived from active participation in music, as opposed to passive listening.

Intelligent reasoning has proven that not everyone who studies music either desires or needs to become a professional performer or even an outstanding amateur in order to find an outlet for musical expression. Much joy can be derived by playing an instrument sheerly for one's own amusement, not being concerned with perfection of performance, competition or comparison. This realm of music expression is, in common parlance, known as "hobby piano playing," and is being sought by many people from all walks of life. Such specific music training is being given at several universities throughout the United States. Dr. Stout, of the University of Houston, for example, is attaining tremendous success in his hobby piano program on both the campus and on television. New York University has included such a course in its curriculum. At Denver University, I personally give such a course. Wihin a 10-week semester of one two-hour session each week, a group of adult beginners, varying in number from 30 to 60, attend class. There is no age limit, as the students vary in age from 16 to 70. They learn to play the piano after this short time comparable to anyone who might have studied in the conventional manner for a period of two years. I would like to take a moment to read a short testimonial to ascertain the aforementioned remark.

> "Dear Mrs. Welbourne:
>
> "I enjoyed your Hobby Piano Playing course so much, I felt it was not completed until I had written and told you so.
>
> "It has been a long time since I have spent time so profitably. Your patient, concise explanations make music so simple and easy, as well as fun. I have learned much more in those ten lessons than I possibly could have in years of conventional musical study.
>
> "I hope to teach my three youngsters the course, so they, too, can embrace this enjoyment of piano playing in a shorter period of time than the old-fashioned method of teaching.
>
> "Thanking you again, for a wonderful ten weeks of study and for all the years of piano playing awaiting us.
>
> Sincerely,
> MRS. DOLLY ROBERTS"

It is amazing to realize how musically frustrated the greater portion of our adult population is. Now imagine, if you will, that if such frustration exists in the *so-called* normal person, how much stronger it must be in our *so-called* handicapped, where the means of self-expression is necessarily limited. Yes, I stress the word "so-called" advisedly, for truly, my personal philosophical belief is that, if one uses what they have to its fullest capacity and forgets what they have not, *there is no handicap.* I question the word *normal.* Is normal merely *having* the "where-with-all" or is it *"doing* the all" *"with what we have?"*

Since I have been in this work I have met many, many people and have perceived many, many things:

The sightless—who have vision far beyond the sighted;

The deaf—who have understanding far beyond those with the normal decible;

The "impaired" of limb—who accomplish more than those with complete "physical equipment."

Thus I have reason to question the true meaning of the word "normal."

In Denver, Colorado, three and one-half years ago, I opened a Music Center to where came the polioed, the arthritic, the palsied and even the complete amputee, those without legs —arms, hands and even fingers. All students accepted were on a scholarship. All these were taught to make music of their choice. No enforced therapy was used at any time, although self-applied therapy became evident as pride in accomplishment and anxiety to achieve became more pronounced. The prerequisites of the teacher were two main guiding forces, namely, Love and Patience. The cerebral palsied were shown to place a pencil within a fist and with concentration and effort (two valuable assets in life itself) how it was possible to make "acceptable" music.

The polioed were guided to use a single usable finger on either hand, concentrating on rhythm and direction (two more valuable assets of life) to produce the music of their choice.

An arthritic with inflamed finger joints was shown how to grasp a potato in either hand and, with this simple "homey" prop, charmed herself and her audience with the music she produced. The young woman I have in mind has recently been awarded a $400.00 cash scholarship given her by the Elks Organization for her remarkable achievement.

A young teenager, with a congenital deformity of but one finger extending from a wrist and a four-inch arm stub on the other side of her body, plays both popular and classical music and is performing today at various social functions with a repetoire which includes in part:
C# Minor Waltz by Chopin; *The Moonlight Sonata* by Beethoven, and the *C# Minor Prelude* by Rachmaninoff.

Despite these factual and almost unbelievable accomplishments, however, it must be kept in mind that none of these people are being trained for professional work. Our program is primarily for the purpose of making those with physical deficiencies aware that there is much they can do to help themselves despite their physical lack.

A befitting instance can be cited at this point. A cerebral palsied, who had figuratively vegetated in a wheelchair for 28 years, was stimulated into action after but a few months of music training, sprinkled with a good portion of homey philosophies. Today he is self-supporting, selling newspapers from a stationery stand on one of Denver's busy corners. His life is now being dedicated to inspire and help another C. P. "Just one" he says, "before I die."

I am fully aware of what has already been done musically for the totally blind and those with visual difficulties. I have both heard and seen such remarkable men as Alex Templeton, George Shearing, and Denver's own Chuck Collins. It is short of a miracle what these men have accomplished, but it is surely apparent to all who see and hear them that it has taken years of work and patience to achieve their goal. I am certain that among the blind, the congenital as well as the adventitious, there are those who desire to learn to play the piano for fun through some simple, easy fact and direct method, and possibly, even in other than Braille. I am in the process of completing just such a book, the title of which is SEEING THROUGH YOUR FINGERS. The system explained in the context incorporates embossed numerals (from 1 to 7) and embossed letters (from A to G). There is no staff, no Clef signs, and no accidentals as such, thus making for easy interpretation. It is actually possible to play songs with full-sounding harmonies after only three or four lessons. I wish to emphasize at this point that I do not for one moment recommend the replacement of Braille by this method. I am hoping that it will be used as a supplement when and where the need for a hobby approach to piano playing might arise.

Through the kind efforts of Mrs. Kathryn Barkhausen, Director, Division of Services for the Blind, Department of Public Welfare, Denver, Colorado, and her husband, Lester, it was made possible to bring here today to Chicago a young lady of 13 who became blind within the past year. Norma Jean Baker has had approximately 18 lessons on the piano. After only five such lessons she appeared with me on television. She has recently won a $200.00 cash scholarship award offered by the Elks organization. She is truly a remarkable and accomplished child. Within a few moments she will play the piano and interpret music by means of this new type of notation. Before introducing the audio part of our piano concert may I suggest that you not accept

Norma Jean's playing nor my own as that of either performer or exhibitionist. We both come to you as demonstrators of what we believe to be new techniques in music education for the physically and visually impaired.

Our dream is to interest recruits to study our many techniques and supply the need as it might arise. There are 26 in all. Brochures with detailed information are available to all those interested.

In closing, I wish to give thanks once again to Mrs. Kathryn Barkhausen for her great faith in our program; to Norma Jean, for the wonderful young lady she is—may she always remain so; to her mother, Rosemary, and her father, Russell, for all the help they have given me and are giving me. Every sheet of music used by Norma Jean has been hand-printed and embossed by her wonderful parents. And to Mr. Herbert Treneer for his kind invitation to appear before you; and to you, the audience, for your kind indulgence.

Norma Jean will play *Come Back to Sorrento* and *My Heart at Thy Sweet Voice.* I will then play three or four songs depicting such techniques as playing with only one finger of either hand, playing with a potato in either hand, playing with my mouth, and playing lying prone on my back as though paralyzed and blind.

RECREATION COMMITTEE

THE CONTRIBUTION OF THE HOME TEACHER IN THE AREA OF LEISURE-TIME ACTIVITY

*Mrs. Alice Olssen, Home Teacher
Services for the Blind, State Department of Public Assistance
Seattle, Washington

There are probably few if any home teachers who are not faced with the problem of recreational opportunities for their clients. In the day-by-day performance of our jobs, we cannot help but be aware of the interests of each and every person we contact.

I believe that behind the invitation to participate in this discussion is the thought that it will provide us with an opportunity to share our experiences in endeavoring to meet the recreational needs of those to whom we give home teaching service. When all is said and done, I shall not be surprised if we find that we do many of the same things, are confronted with many of the same problems, and are unable to find solutions to many of the same questions. This is my philosophy. It seems to me that recreation, as such, is hardly something that you teach. It is rather something that we attempt to develop through motivation.

What exactly is recreation? Recreation is defined as "refreshment of strength and spirits after work or anxiety; diversion or a mode of diversion; play." Play is defined as "the general term for exercise, physical or mental, for the sake of amusement." Who would deny that a person needs refreshment of strength and spirits, diversion or a mode of diversion, while struggling with the anxieties that accompany the loss of vision?

If we, as home teachers, view the client as a total person, accept him where we find him and gear our service to meet his individual needs, we can hardly overlook the facet of recreational and leisure-time activity. There is more fact than fiction to the old saying: "All work and no play makes Jack a dull boy."

As I attempt to analyze leisure-time activity, I find that it is divided into two areas—active and inactive. I would describe the active as an activity which requires action, where the person is physically mobile. The inactive may be characterized as sedentary. Blindness, it-

*Visually handicapped.

self, in its initial impact, leaves the individual convinced that his world has shrunken to what lies within the reach of his two arms. He has lost his physical mobility and he is certain that about all that remains is that proverbial "rocking chair." We know that this is true, for we find too many people comfortably installed in this "chair."

When we look at our caseload and see the variation in age—perhaps it is from 19 to 90, the variation in educational background—perhaps from no formal education whatsoever to several college degrees, the variation in living arrangements from being an integral part of a stable family unit to being isolated and lonely in a tiny drab room, the variation in health from being bedridden to being physically vigorous, we know that the recreational needs vary as widely as do the individuals represented.

If, as I propose, recreation is something that we do not teach, what do we do about it? We may teach a skill or a technique that can be used in the area of recreation, but it is hardly recreation until it becomes fun. Refreshment or relaxation cannot be drilled into a person; it is rather the spontaneous result of enjoyment.

It would be ideal if all our clients might participate in both the active and the sedentary types of leisure-time activity. We know that this cannot happen because of the various factors which influence his life. However, it is too frequently true that a blind person's inactivity is due to his lack of self-confidence, the presence of anxiety and frustration resulting from his loss of vision. The home teacher has an important part to play in helping to restore self-confidence, in helping him to understand his limitations, and in helping him realize that blindness is nothing that he should be ashamed of.

When a blind person joins a club group, a church group or a community group, in the beginning it is often only too true that the most interesting thing about him is his blindness. It provokes innumerable questions, comments and colorful anectodes about this or that blind person that "so-and-so" knew "when" and "where." It is the responsibility of the home teacher to help the blind person learn to cope with this situation and prepare him to meet it objectively.

A blind person can find fulfillment in a social contact if he makes use of his opportunities to show the group that he has something to offer them that is far more interesting than his blindness. There are those who will say, "There is nothing for me in this group. What do I get out of it? I went once and I have decided not to try any more." Satisfaction in an activity often is in direct proportion to what is put into the effort of participation. It is not wholly dependent upon what is taken out.

A home teacher may suggest the resumption of a former recreational activity such as dancing, swimming, card playing, fishing, bowling or chess, but this in itself is not enough. She must follow through and discuss what happened in the initial attempt in order that the person will not become discouraged.

As we teach Braille, typing and handwork, we are teaching skills which may be used in the area of recreation. It is fundamentally important that the instruction in these skills be thorough in order that the individual can become proficient enough to use them independently. If he has sufficient knowledge of the skill, he may discover that it is not all hard work but may be enjoyed to the extent that it can become a diversion in the humdrum of daily living.

It would be ideal if there were organized facilities in every community prepared to meet the recreational needs of visually handicapped persons to which we home teachers could refer our clients. Since such facilities are not available generally, we must make use of the resources which do exist—the family, friends, and the community.

We may not teach recreation as such, but we do have a positive contribution to make in this area, by helping the blind person learn to accept the limitations his blindness imposes and to make use of all his remaining assets. The home teacher may offer guidance, encouragement and stimulation with the hope that her clients will be motivated sufficiently to participate in some form of leisure-time activity. It is recreation if he is being refreshed physically, mentally or spiritually.

Since we do not want Jack to be a dull boy, let us be sure he has some play along with his work.

REPORT OF THE CANADIAN ASSOCIATION OF HOME TEACHERS ON RECREATIONAL AND LEISURE-TIME ACTIVITIES FOR SMALL GROUPS AND INDIVIDUALS LIVING IN OUTLYING DISTRICTS

*Millie Umehara, Home Teacher
Canadian National Institute for the Blind, Windsor, Ontario

In order to give you a comprehensive picture, I have drawn on the experiences of several of our home teachers, representing the work from coast to coast.

We use many of the old adages lightly without realizing the truth contained in them. "All work and no play makes Jack a dull boy," is an excellent example. Jack may or may not be handicapped, he may live in the bustling city or in the quiet countryside; whatever his interests and capabilities may be, this truth still applies. Should Jack be a visually handicapped person living in a rural district, then his need for recreational and leisure-time activities, and the way in which this need is to be met, presents a challenge. This is an area in which the home teacher can be of real service.

We as home teachers must ever be aware of this responsibility as we work with our pupils, teaching them Braille, typing and the various crafts. These subjects must be presented, not only for their own value, but as a means of increasing their opportunities for a fuller, happier life. The deaf-blind man felt alone and friendless until he learned to read and write Braille. Now he spends several hours each day corresponding with those who are similarly handicapped, and is both giving and receiving inspiration.

When typing was first suggested to a young man living in a farming community, he thought of it only as a means of writing his own letters. Later, when he had mastered it, he jumped at the suggestion of the home teacher that this new-found skill might be used for other purposes. She told how she had once reported the local news of her home community. He immediately contacted the editor of the nearest weekly newspaper, who though a bit skeptical, offered to give him a chance. Today he is keenly aware of every event taking place in the surrounding countryside. Some he attends in person, gathering his own material; others he covers by means of the telephone. The typewriter was literally the "key" to his successful readjustment.

A farmer's wife lost her sight in middle life. She quickly learned to do her housework by "touch." Her deft fingers readily adapted themselves to various crafts. Eagerly she learned to make belts and lace wallets, to crochet potholders and doilies, and to knit socks and sweaters. Every new pattern is a challenge to her. "I think she would rather crochet than eat," her husband once remarked. Not only does she derive a great deal of pleasure and satisfaction from her work, but some remuneration as friends and neighbors drop in for gifts.

Many teachers report small groups of four or five meeting together for instruction in crafts. In one small Ontario center, the teacher taught a few elderly people to play cribbage, using Braille cards. Now they have formed a small cribbage club. They meet at the various homes and enjoy an afternoon of fellowship and fun. In my own district, two small groups, though separated by twenty miles, meet together twice a month, thus making possible more varied recreation, sales of work and other special projects. Another teacher had several individual pupils scattered throughout a rural district. She wanted them to meet each other. She suggested a picnic. The response was spontaneous. The families offered to provide their own transportation and food, while she planned games in which both sighted and blind could participate. It was an outstanding success. Now they are looking forward to another.

*Visually handicapped

Important as this group therapy may be, it cannot substitute for integration into family and community activities. When blindness comes to a family, the home teacher must work with the seeing members, showing them that loss of sight does not mean loss of individuality or former interests. Without sight the blind member is still able to enjoy participation with family and friends in most of the regular activities. Through the aid of specially adapted devices, cards, checkers, scrabble and even the mysteries of chess, are still available to him. Visiting the neighbors, following the "ups and downs" of the local baseball and hockey teams, the customary Sunday afternoon drive, are all things from which he still derives pleasure.

There is more opportunity for integration in a small community than in a larger center where the blind tend to stay within the circle of their own activities. It can still be said that the church is the center of most rural Canadian communities. We have many examples of a visually handicapped person singing in a church choir, teaching a Sunday School class and taking part in men's and women's groups. Before losing her sight, Mrs. B. took a lively interest in the Women's Association of her church. One day while working on her Braille she lamented to the home teacher that she was no longer able to do anything for her group. After some thought, the teacher suggested that she offer to do the telephoning. This has now become a responsible office, and once more she is happy to be assuming her share of the responsibility.

Most rural communities boast of a Farm Forum or Women's Institute group, a euchre or other social club. These provide excellent opportunities, both for enjoyment and participation. In some instances, it might be necessary for the home teacher to interpret to the community the capabilities of her pupil. With a little understanding on the part of his sighted friends, the blind person is able to enjoy everything from square dancing to spelling bees, bingos to barbershop quartets, potluck suppers to politics.

In Canada the scene is ever changing. Since World War II, the Canadian National Institute for the Blind has been engaged in an extensive building program. Today in most of our large cities there is a modern, well-equipped service center. These provide, not only accommodation for district offices and residential care for elderly folk, but training facilities for clients throughout the district. Whenever possible, those from the more isolated areas are brought into these centers for short periods of intensive training, thus eliminating the problems of distance and time when teaching in the home. Here they regain their confidence, develop latent skills, and explore new fields of endeavor.

Regardless of where this training is received, at an organized center or humble home, the ultimate goal of every home teacher is to help her pupil enjoy a normal life, a life made richer and fuller through worthwhile leisure-time activities, for truly, recreation is re-creation.

LEISURE-TIME ACTIVITIES FOR THE ADULT BLIND IN RURAL AREAS

*Mrs. Ethel Connor, Home Teacher
Board of Education of the Blind, Hartford, Connecticut

The remarks compiled in this paper are from letters received from members of the Eastern Conference of Home Teachers, and endeavor to set forth two facts: (1) The blind person has something to contribute; (2) He is accepted by his sighted friends and community.

A home teacher is more likely to seek out the cooperation of community resources, such as churches, clubs, and fraternal organizations, in which to integrate a blind person in rural areas more frequently than is done in the city. One blind woman participates weekly in her church group by making parts for clown dolls for their sales. She also makes odorizers of

*Visually handicapped

cloved oranges for closets and chests. At sales, she has a table of boxed candy by herself. She takes her part in entertaining the group at her home, providing the refreshments at such times. Some member of the group furnishes transportation to and from the meeting place for her. She is happy in the place she has made for herself in the community.

In many areas, volunteer groups take elderly blind persons to the Golden Age Clubs, where they take part in the social hour of card games, puzzles, etc. Some of them serve on the entertainment committees and have fun doing so. In many places, blind men have gardening as a hobby and use various systems in aiding them. One method used is driving stakes at extreme ends of the bed with stretched wires between to separate the plots where the vegetables are planted and cared for. In growing flowers, stones, bricks and wires are used to mark off the beds. Often the blind gardener exchanges carefully selected blooms with his neighbor, thus establishing a friendly relationship between the two. Some of these blind men and women take pleasure in entering their produce at country fairs, often carrying away prizes.

Service clubs furnish transportation for many blind persons who wish to attend clambakes, picnics and other community functions. One Grange group made it possible for their blind member to join them in ice-sking parties and square dancing, and all benefited by the venture. In this case, it was a new experience for the blind person.

A certain woman who has time and desire, serves as chairman of the telephone fund-raising committee of her local church group, thus rendering valuable services to a very favorite cause of hers. Her remark was, "I have the time and the telephone, why shouldn't I do it."

Lake resorts afford an opportunity for blind people to give of their time and services to the various associations formed by the cottagers. One couple opens their cottage to summer activities, and their place is recognized as a central gathering spot for the other cottagers to meet. The wife is co-chairman of the entertainment committee. It is her duty to plan and arrange for all functions, while the sighted co-chairman takes care of the banking and correspondence. This group is raising funds to build a community house, and this blind couple are doing their part toward making this project a realization.

To summarize: It is easier for a blind person to integrate in to his group in a rural area than in large cities. It is most gratifying to find that our blind adults are making leisure time serve both themselves and others. They are bringing into focus many of the seemingly mundane assets, such as music—piano, vocal and instrumental; cooking—such as attending classes in cooking, exchanging recipes, and entertaining to demonstrate their abilities as good cooks, candy-making and selling; and the humble sewing, knitting and crocheting. All of which serve to establish working and friendly relationships between the blind adult and his sighted neighbors. Hats off to these blind men and women who are rendering useful services in their modest ways.

RECREATION AT THE SOCIAL CENTER FOR THE BLIND SEATTLE, WASHINGTON

***Fuller R. Hale, Executive Director**
Social Center for the Blind, Seattle, Washington

The Center was opened on November 21, 1948. It operated as a part of the Lighthouse for the Blind until August, 1951, at which time it became incorporated as an independent agency of the Community Chest and now is supported by the United Good Neighbor Fund Campaign.

The Center was opened to serve the blind, their families and friends in Seattle and King County with a social, recreational and informal educational program. In this area, we have some 700 largely blind individuals and, of that number, we carry a mailing list of about 300.

***Visually handicapped**

We average about 125 to 140 different blind people participating in our program here each month. We have an accumulative attendance of about 1,600 per month and, of this number, there are approximately 400 sighted people in the count. The sighted people coming to the Center serve as hostesses, guides, leaders of groups, and instructors, and last, but not least, members of the Board of Trustees.

The Board of Trustees is made up of 21 men and women of the community, each of them being a member of the Board because of their work, affiliation with some organization for the blind, or interested work being done here.

Our Board is so constituted that at all times we must have one-third of the Board blind, the remainded sighted. A blind person, as we use the term here, is any person who is legally blind, that is, any person whose vision does not exceed 20/200, or with a field limited to less than an angle of 20 degrees.

This does not mean that all people coming here must be blind, but we do, when necessary, accept this definition of blindness.

Our programs are operated on a five-day week basis, Tuesdays through Saturdays. The week opens on Tuesday, from 1:00 to 5:30, then from 7:30 until 10:30; Wednesdays from 9:30 until 5:30; Thursday and Friday, the hours are the same as Tuesday; Saturday, the Center is open from 1:00 until 5:30.

On Tuesday afternoons, we open with a volunteer reader, who brings with her materials which she has read, and which she thinks will be of interest to the crowd coming in for the reading session. On Tuesday evenings, we have a Drama Club, which is coached by two volunteers, who have had good professional experience. Through our Drama Club activities, we hope the individual will develop greater self-expression. The necessity to adjust to the various conditions which may be a part of the stage actions of the play gives him more confidence in performing before an audience. This activity also keeps his mind alert, as it is necessary to memorize his lines for the production of the play.

In addition to the Drama Club on Tuesday evenings, we have ceramics. This class is one of three that we have each week here at the Center. In our classes, the participants use moist clay, that is, the type which can be shaped into forms by hand and/or slip clay, the type used for pouring molds. The members of the classes do their own pouring, cleaning, and glazing, which must be done before the final firing of the ceramic piece.

The classes turn out some very fine work, and we find that the value of the class varies from individual to individual. Some of the value to the person is just the fact that he can make something which is acceptable to him and will either be used at home or as something that he would like to give a friend. Others find that it gives them an opportunity of self-expression in the various shapes and forms that they can produce in clay. Some individuals develop greater effectiveness in the use of their hands, and learn to use certain tools that are necessary in the class.

Wednesday also finds a morning sewing class, and this is conducted by a trained teacher. She teaches the class the use of the electric sewing machine, as well as hand-sewing, the use of patterns, and the fitting of garments.

Thursday afternoons, we have another volunteer reading group.

Thursday evenings find a variety of programs. On one Thursday, we will have a class in ballroom dancing. This is also lots of fun and is beneficial to the members of the class in that it aids him or her in gaining a sense of balance and direction. It is another step in adjusting to a visual handicap.

Another Thursday, we might find a lecture being given by a professor from the University on Foreign Affairs sponsored by the Junior League of Seattle. We may have a musical program presented by another group. On another Thursday evening we have a Homemakers Club, meeting for the purpose of talking over some of the new products that may be on the market to aid the blind in getting some minor home repairs taken care of, or it may also be helpful in doing something in the kitchen. Many tools and aids which are available from local stores may be used by the blind person. We may also have speakers from various fields of industry, such as home economists from dairy companies, appliance manufacturers, and many others. This group also gives one individual each month the opportunity of acting as hostess for the

evening and providing the refreshments. On the fourth Thursday night of the month, you will probably find either a class in square dancing going on, or a movie. Square dancing also has value to us here at the Center in that it, too, helps develop the individual's sense of direction and coordination in all his actions, so that he can go through the various steps of the squares. This program is directed by a very capable instructor. We find that by mixing the individuals in the square, such as using maybe two or three totally blind with two or three partially sighted, and a couple of sighted, we develop a very smooth-running square.

The movies that we have here at the Center are those that have a very full narration, so that if we do not get the picture, we may know what is going on. A well-narrated movie will give a totally blind person about what he would get from a radio program.

Friday afternoon, the Home Teacher from the State Deparmtent of Social Security comes to the Center and gives instructions in Braille and typing to those who are interested in or need of this service. All lessons or instruction are done on a private basis. No group teaching is done. In addition to teaching Braille and typing, the Home Teacher may give the individual help in knitting, crocheting, leathercraft, or other suggestions which may aid that particular individual in his adjustment to blindness.

On Friday evening, which is our main activity night, again we have quite a variety of programs during the month. We may have a bingo party, card party, birthday party, quiz party, spell-down, book review, travelogue, music appreciation, a play given by our Drama Club, or a talent show presented by the paritcipants here at the Center, or we may invite some outside amateur talent to provide a show. There is always a community sing one Friday night of each month, at which time the participants here at the Center get together and really enjoy themselves in singing all the old songs that are so familiar to the group.

On Saturday afternon, a bowling session is held at the Seattle Recreation Bowling Alley. We have an average of 12 to 16 bowlers participating in this activity each Saturday afternoon. Our bowlers are assisted, if they are totally blind, by the use of a guardrail which aids the individual in getting in the proper position to throw a good ball at the ten pins. Spotters tell the bowlers which pins have been knocked down, and the numbers of those remaining.

The climax of our bowling program here is an International Tournament with the bowlers from Vancouver, British Columbia. This tournament series has been in existence now for six years. There is also a Bowling Club connected with the bowling sessions, which meets on the third Tuesday night of each month. At the Bowling Club meetings visitors are invited in to give helpful hints which will improve our games.

Also on Saturday afternoon at 3:30, is the regular weekly cooking class. This class is instructed by a partially blind person and, in the class, the members are taught to use the various tools and implements and gadgets or whatever you might call them that are found in any other kitchen. We do frying, baking, and boiling. It is our aim to give the members of the class experience in cooking a balanced meal.

On the fourth Saturday night of each month, we have our dance, the music being provided by members of the group. On alternate months, the dances are preceded by a potluck supper, at which time eight or nine of the participants bring hot dishes and an equal number bring salads, and the Center provides the desert for the meal. All in all, we find that the weekly activities provide the participants with the great opportunity to keep busy.

Other things which go on in and around the Center throughout the year are: during the summer we have tours about the city, such as dairies, candy companies, art museums, the Museum of History & Industry, the Arboretum, the Zoo, the Locks, and many others. Another one of the highlights of the year's program is an annual picnic in one of the local parks, and another, the cruise on Lake Washington with dancing aboard the *Silver Swan.*

In addition to all the activities which are planned by the group attending the Center, each afternoon and evening session is accompanied by a tea and coffee hour. This hour is handled mainly by volunteers, who give of their time to prepare the coffee and fill in whatever way they may see is needed.

Another valuable service offered by the Center is the securing of volunteer readers, who may directly read to the person, or read on tape articles or publications which may not be found on the Talking Book records provided by the Library of Congress. We have applications for Guide Dogs, Inc. in San Rafael, California. We also have applications for the Pocket Braille Writing Machines which are provided by the Lions Clubs of San Diego, California, and we secure transportation coupon books for the individual blind and his guide which are good on either bus or train. We also provide white canes to the blind. These canes are provided through the Central Lions Club of Seattle. In addition to this, we offer referrals to other agencies where the blind receive service.

Information is given to families, friends, and others who have questions regarding blind people or service which may be given these individuals.

This, somewhat, is a picture of the Social Center for the Blind.

SPECIAL MEETINGS

ALFRED ALLEN MEMORIAL SERVICE

On Monday afternoon, July 7th, a brief service was held in memory of the late Alfred Allen, who for eighteen years had faithfully and devotedly served the Association and its members as Secretary-General. Mr. Allen began his career in work for the blind in 1921 at The Hadley School for the Blind, Winnetka, Illinois, where he served as its Director for many years. From 1943 to his death on March 6, 1957, Mr. Allen was an Assistant Director of the American Foundation for the Blind, New York.

The service was conducted by the Reverend Alva Tompkins of Olivet Presbyterian Church, Chicago, who read appropriate passages from THE BIBLE, and THE PROPHET by Kahil Gibran. Tributes to Mr. Allen were read by *Mr. M. Robert Barnett, Executive Director of the Foundation, and Mr. Dorrance C. Nygaard, present Director of The Hadley School. Mr. Nygaard also read a poem, written by Donald W. Hathaway of The Hadley Staff, in memory and honor of Mr. Allen. The hymns selected for the service were "For the Beauty of the Earth" and "Now the Day Is Over." Reverend Tompkins gave a charge of rededication to those of us in work for blind people.

This was a simple, impressive service, in tribute to one who had given so much of himself wherever the need arose.

ANNUAL MEMBERSHIP BREAKFAST

MINUTES OF ANNUAL MEMBERSHIP BREAKFAST

The Annual Membership Breakfast was held on the morning of Tuesday, July 9th, with 137 members in attendance. The Honorable William Jennings Randolph, former Member of Congress, and now Assistant to the President and Director of Public Relations, Capital Airlines, Inc., Washington, D. C., gave the principle address (see page 202). Miss Patricia Stone, Chairman of the Membership Committee, reported that, at the time of the meeting, the total membership of the Association was 1,352, comprising 1,025 renewal members, 303 new members, 22 Life Members, and 2 Honorary Life Members. Prizes, in the form of $25.00 toward Life Memberships, to the three winning State Membership Chairmen were announced as follows:

For states with populations under 1,000,000 John E. Joralmon, General Manager, Washington Society for the Blind, Washington, D. C., with 39 new members.

For states with a population between 1,000,000 and 4,000,000—Mrs. Mary E. Harton, Home Teacher, Division of Services for the Blind, Jackson, Tennessee, with 37 new members.

*Visually handicapped.

For states with a population exceeding 4,000,000 — Homer F. Nowatski, Chief, Services for the Blind, Division of Rehabilitation, Springfield, Illinois, with 63 new members.

Two honored guests were presented to the group: Mr. Roy Keaton, Director-General of Lions International, Chicago, Illinois; and General Melvin J. Maas, Chairman of the President's Committee on Employment of the Physically Handicapped, Washington, D. C.

Highlights of the meeting were the presentation of a Life Membership in the A.A.W.B. to Mr. H. A. Wood, Executive Secretary, North Carolina Commission for the Blind, Raleigh, by Mrs. Annie-B. F. Johnson, Caseworker, on behalf of the Commission's Social Service Division (see page 205); and a Braille gold wrist watch to President Joseph F. Clunk, by Mr. Hulen C. Walker, Acting Secretary-General, on behalf of the Association (see page 206).

The meeting adjourned at 8:45 a.m.

H. C. W.

ADDRESS

The Honorable William Jennings Randolph
Assistant to the President and Director of Public Relations
Capital Airlines, Inc., Washington, D. C.

It is a real pleasure to meet old and new friends in this splendid organization. I cherish the opportunity to be with you all.

Those of you who are familiar with the work of the President's Committee on Employment of the Physically Handicapped know that our special purpose is to create an employment climate favorable to the physically handicapped — to gain public and employer understanding of these workers as qualified members of the normal labor market.

In the achievement of our objective, the Committee feels that it has made tremendous advances, for today after 10 years of effort many more industrialists and businessmen are convinced that handicapped workers make excellent employees when properly placed. For example, in a recent study conducted by our Employer Sub-committee, on an employer-to-employer basis, companies with experience in hiring the handicapped—without reservation—stated that their handicapped employees measured up very favorably in records of *trainability, observing company rules, safe behaviour on the job, attendance, productivity, and labor turnover.* These employers now claim that it is a sound personnel procedure to hire the handicapped, and that the proper placement of these workers involves nothing more than the extension of an already good industrial relations program.

Also, a measured indication that we are making gains in convincing employers that it is good business to hire the handicapped is the fact that placements of the physically handicapped by the State Employment Services exceeded 250,000 in 1955 and in 1956 reached 295,000. Further successes in developing job opportunities for the physically handicapped are assured.

I want to talk to you especially about our Disabled Veterans Sub-committee, because their efforts and accomplishments are of direct interest to you. Also, I want to discuss with you the anticipated future labor market and the growing importance of the disabled veteran worker as an effective unit of the nation's labor force.

Many of the facets of the general program of the President's Committee are each made the special responsibility of a sub-committee. Presently, we have 11 of such sub-committees, all working toward the common goal of gaining greater public and employer acceptance of the physically handicapped. Of these 11 sub-committees, the Disabled Veterans Sub-

committee is one of our most important groups. The objective and functions of this important sub-committee are to study the special employment problems of disabled veterans and to recommend to the Executive Committee of the President's Committee appropriate programs that can be followed in resolving these problems.

Now, I want to share with you two important messages given to the members of the President's Committee and others during our Annual Meeting in May. They came from Mr. Henry G. Riter, III, President, Thomas A. Edison, Inc., and Chairman of the Executive Committee of the National Association of Manufacturers, and Mr. A. J. Hayes, President, International Association of Machinists, both of whom are outstanding national figures who spoke at the Annual Meeting luncheon.

Mr. Riter stressed the point that, "American tradition has always placed great reliance upon State and local action—upon the responsibility of individual citizens to solve their own community problems." In the final analysis, he said, "it is in the handicapped worker's own community where his problem must be solved. That is where he will find his job, live his life."

This is important, because the President's Committee feels strongly that the grass-roots job of increasing employment opportunities for the physically handicapped is the responsibility of the community where the handicapped live and where their actual employment must be accomplished. Organized effort in the individual communities of our nation is of utmost importance to the entire program, and one of the top objectives of the President's Committee is to stimulate and assist the individual communities in organizing their own local committees on employment of the physically handicapped.

Another factor that must be taken into consideration in our efforts to find jobs for the handicapped was best expressed by the second speaker at the luncheon, Mr. Hayes, who said, "In our goal to place the handicapped in jobs, we are still not being fair with prospective employers in most cases. We produce records proving that the handicapped are able, loyal, productive and safe workers. But in the vast majority of our States, we leave employers of handicapped workers open to unfair liability in case of injuries to the handicapped. It is true that 43 of our 48 State workmen's compensation laws have provisions for some sort of second injury fund. As you know, the purpose of a second injury fund is to limit the liability of an employer of a handicapped worker to the extent of injury resulting from an accident or illness incurred in the employer's employ. But the real fact is that fewer than a dozen States have second injury funds of the type which really accomplish their objective. The rest of them leave employers wide open to extensive and unfair liability for subsequent injuries to handicapped persons. The result, of course, is to deny handicapped job applicants a fair opportunity of finding employment."

This is a big problem in the handicapped program, for there is much room for improvement in second injury laws. Also, in some of the States, second injury legislation is inadequate; in others it is entirely lacking. No one can dispute the fact that workmen's compensation laws—and court interpretations of the compensation act—must give the employer parity of risk if he employs certain handicapped workers, or that barrier to employment of the physically handicapped is beyond the employer's control.

I said earlier that I wanted also to discuss with you the anticipated future labor market and the growing importance of the physically handicapped as effective units of the Nation's labor force. It is estimated, according to the United States Department of Labor, that some 74 million employees will be needed to produce the $560 billion a year gross national product set as a goal for 1965. This is just eight years ahead.

On the basis of recent trends, and assuming a prosperous peace-time economy, we can reasonably expect to have a total labor force of approximately 79 million in 1965—an increase of about 10 million over 1955. This 79 million labor force for 1965 would include an estimated 3 million persons serving in the armed forces, a minimum of 2 million unemployed, and the remainder — 74 million in civilian employment. It appears, as the Labor Department put it, that our 1965 labor supply will be adequate—*numerically.*

But, let's look at this "numerically adequate" labor force. The study shows that women will

account for half of the 10 million increase in the labor force by 1965, most of whom will be in the younger and older age groups. With regard to men, the largest increase will be in the 14-24 age group, young men entering the labor force for the first time. The next largest increase will be in the 45-54 age group, and the remainder—1 million—in the 55 years and over group. In the prime working age groups there will be practically *no* increase.

Most of the increase in our labor force by 1965 will be men and women in the younger and older age groups.

There is another factor to be taken into consideration. The AFL-CIO Research Department points out that every 10 seconds around the clock an American is injured on the job. Every year, about 2 million workers suffer injury or disease turning out the goods and services America needs. The National Safety Council has published figures showing that these 2 million work accidents in 1955 resulted in the loss of 45 million man-days of production. Because many of the more serious disabilities are expected to extend into future years, an added 125 million days of lost time are anticipated.

Then there are the service-connected disabled, persons born with physical limitations, those who become permanently partially disabled as the result of home and traffic accidents, and disease.

This "numerically adequate" labor force anticipated for 1965, then, will depend a great deal on what we do to keep it numerically adequate.

Part of the answer is a *full* employer utilization of the physically handicapped, and older workers, with employment by *selective placement* the rule and not the exception.

Employers will seek assistance—help in setting up in-company programs of selective placement: programs that will fit their individual operations and facilities, programs that will permit them to fully utilize the physically handicapped, disabled veterans, and older workers.

It was my privilege to take an active role in what has become one of the more important Congressional acts in providing employment for qualified handicapped people. I am referring to what is commonly known as the Randolph-Sheppard Vending Stand Act which was enacted in 1936 to assure preference for blind persons in the operation of vending stands in Federal buildings. As I am sure most of you know, in the intervening years this program has proven to be one of the most significant activities in the rehabilitation of qualified blind persons. As a result, there are more than 2,000 blind persons in vending stands performing a worthwhile service and, at the same time, earning a respectible livelihood. Of major importance, also, is the example these people have set in demonstrating to the general public the abilities and capacities of qualified blind persons and, as a result, today a large number of fields have been opened to them in addition to the fields of small businesses and vending stands.

In 1954, the Congress amended the act to extend the preference from Federal buildings to all Federal properties; and to further strengthen the preference provisions, required that the head of each Federal Department and Agency in control of Federal property issue regulations, with the approval of the President, to assure the preference for blind persons. As a result, most of the major Federal Departments and Agencies have already developed and issued such regulations.

In 1956, the last year for which figures are available, the vending stands covered by this act had gross sales of almost 26 million dollars and net earnings to blind operators and assistants were in excess of 5 million dollars.

The effect of the amendments has already been felt, and there is clear evidence that the program will see considerable growth during the next few years. You, I am sure, agree wholeheartedly with the purposes of this program; and I know that you will take every opportunity to assist in securing new locations for vending stands for the blind, not only on Federal properties in your communities, but on other properties both public and in private industry. This you can all do if you keep your eyes and ears open to opportunities for those who have no eyes but who can still work when opportunities are provided for them.

I'd like to conclude, with a note of warm thanks for your hospitality—and a quote from the President who said, "In these demanding times, the labor force of our Nation is our most precious asset. Working shoulder-to-shoulder, the handicapped can add spirit and power to America as we seek to promote the strength of the whole free world."

This mission is your responsibility. In your work, you men and women are living proof of the indestructibility of the human spirit and daily personification of the red badge of courage. As I salute you, devoted workers for the blind, I ask that you keep up your good fight for job equality for all qualified handicapped Americans, for in equality there is nobility, and we who work are all born to that nobility.

PRESENTATION OF A.A.W.B. LIFE MEMBERSHIP TO H. A. WOOD

Executive Secretary, North Carolina Commission for the Blind, Raleigh

*Mrs. Annie-B. F. Johnson, Caseworker
North Carolina Commission for the Blind, Raleigh, North Carolina

Back in North Carolina, less than a decade ago, little was known about A.A.W.B., save what we read in the magazines. It appeared a good organization, principally for executives and "bigwigs" in work for the blind. It sounded so expensive that we scarcely dared dream of ever getting to those faraway places where conventions were held. It has been different with our present executive at the helm.

After he began coming to these conventions, he started telling us how much we were missing, and, at the same time, planning for us to attend. At first, only a few of us came. When we learned how right he had been, we began telling others, who wanted to come also. The more we all came, the more we wanted to come again, and the more others wanted to come, too; and the only reason there aren't more of us present this time is that our bus couldn't bring more.

Our leader has never lost an opportunity or missed a trick to keep his staff informed and up-to-date on progressive work with the blind. Please note that I did say "work WITH the blind"; but that is only a half-truth. Our great leader has, these past ten years, consecrated himself to work both WITH and FOR the blind, and has labored tirelessly for the best interests of blind people, not only of his own state, but of the nation and the world. So—

We honor a boss who never bosses;
Who is always helpful, thoughtful and kind.
For this is the man who put North Carolina
At the nation's front in WORK WITH THE BLIND.

I wonder if you have guessed his name? To the very dignified, he is "Mr. H. A. Wood"; to those who know him better, just "Henry Wood." Many of you know him only as "Pete Wood"; still others as "Red Wood." But I can assure you that nobody ever calls him "Dead Wood."

Mr. Wood: This small token from your Social Service Division cannot begin to express our great love and appreciation for your life of dedicated service to us.

*Visually handicapped.

PRESENTATION OF BRAILLE GOLD WRIST WATCH TO PRESIDENT JOSEPH F. CLUNK

***Hulen C. Walker, Acting Secretary-General**

(On Behalf of Members of the Association)

Mr. President, will you step up here just a minute?

The members of the American Association of Workers for the Blind, Joe, remember that you were an officer of this Association when we held our first Membership Breakfast, and that you have been promoted at each election since that time and are now completing two years as President of this Association, which no doubt will go down in history as a very successful administration.

Joe, several members of this Association have contributed to purchase a little present which we hope you will keep to remember us by. We are not starting a precedent here this morning, but we are presenting to you this wrist watch which is engraved "To Joseph F. Clunk from members of A.A.W.B., 1957."

I said that we were not starting a precedent here; however, I am hoping that if I am lucky enough to succeed you, that when I am completing my term of office, perhaps they will present me with a Cadillac.

Congratulations, Joe, on a job well done.

MINUTES OF ANNUAL BANQUET AND PRESENTATION OF SHOTWELL AWARD

On the occasion of the Annual Banquet, held on Thursday evening, July 11th, the Ambrose M. Shotwell Annual Memorial Award was presented to *Mr. J. Robert Atkinson, Founder, Vice-President and Managing Director of the Braille Institute of America, Inc., Los Angeles, California, in tribute to his years of "distinguished service to the blind." *Mr. Roy Kumpe, Managing Director, Arkansas Enterprises for the Blind, Little Rock, acted as Toastmaster. The awards, in the form of a gold medal and an engrossed scroll, were presented to Mr. Atkinson by *Mr. J. Milton Johnson, Director of Social Welfare of the Braille Institute (see page 207), and *Capt. M. C. Robinson, M.B.E., LL.D., National Director for Western Canada, The Canadian National Institute for the Blind, Vancouver, British Columbia (see page 211). Mr. Atkinson accepted the award with appropriate remarks (see page 213).

Mr. H. A. Wood, Second Vice-President, announced a total registration at the Convention of 608, with many others in attendance but not registered, representing 43 states, the District of Columbia, Canada, Mexico, Holland, and England. (For complete statistics, see page 237).—H. C. W.

*Visually handicapped.

PRESENTATION OF SHOTWELL MEMORIAL AWARD SCROLL TO *J. ROBERT ATKINSON

*J. Milton Johnson, Director of Social Welfare

Braille Institute of America, Inc., Los Angeles, California

Judge Jacob M. Braude of Chicago has written that after dinner speeches in Japan come before the meal. This custom not only relieves the speaker's nervous tension, but also limits the length of the speech, as the serving of the meal interrupts a long-winded orator.

Most after dinner speakers are men. Women can't wait that long.

By the way, they say that the definition of a "Toastmaster" is the punk who starts things off.

After reading a story in *The Reader's Digest,* I have been a bit fearful of this evening's occasion. A long-winded lecturer stopped at intervals and gulped water. Finally, during one such "intermission" an old man leaned toward his neighbor and announced in a loud whisper, "First time I ever saw a windmill run by water."

Tonight we are gathered to honor a businessman. Did any of you read in the June, 1951 issue of *Steel,* the Business Dictionary unrevised? In part it reads:

A program—Any assignment that cannot be completed by one telephone call.

To expedite—To confound confusion with commotion.

Channels—The trail left by inter-office memos.

Consultant (or expert)—An ordinary guy more than 50 miles from home.

To activate—To make carbons and add more names to the memo.

To implement a program—Hire more people and expand the office.

Under consideration—Never heard of it.

Under active consideration—We're looking in the files for it.

Reliable sources—The guy you just met.

We are making a survey—We need more time to think of an answer.

Note and initial—Let's spread the responsibility for this.

Tonight my subject is not only about a businessman, but a businessman who has eye trouble, as the most of us in this room have to varying degrees. Larry Flint, in *The Saturday Evening Post* in one of the 1956 issues, told the story of three women in a restaurant. They were no longer young, but two of them were trying hard to ignore this fact in clothes and make-up. When the menu came, they took glasses from their handbags with reluctance.

"I don't really need glasses except when I have to read fine print like this," said one. "The only time I need mine is when the light is poor," said the second.

The third woman, whose hair was frankly gray and clothes looked comfortable, said nothing until she had her glasses on. Then, with a faint smile, she said, "I don't use glasses either—except when I want to see."

In front of the former Chamber of Commerce headquarters in Los Angeles was a bust depicting a great Southern Californian, an industrial leader. On the base was carved "An institution is the lengthened shadow of one man." Some of you may recognize these as words taken from one of Emerson's Essays. It seems appropriate to speak of our guest of honor in that fashion in regard to the Braille Institute of America, Inc. Of course, many men and women have given time, energy and ability toward its growth and development. Still, to many of us, this organization is "the lengthened shadow" of Bob Atkinson. Written into its history is much time, creative energy, and genius of this man. Because of this fact, some things are told regarding the Braille Institute with the realization that they are interwoven with the life and efforts of our honored guest.

*Visually handicapped.

Our friend, Robbie (Dr. M. C. Robinson now), will aptly tell some facts about the early life of Bob Atkinson and, appropriately, about his relationship with our organization. The story continues as the Braille Institute moved from the garage and home to a building on West First Street in Los Angeles. It was 15′ x 65′ in 1922. In another three years, the quarters next door had been rented, doubling the space. The work was primarily embossing the King James version of THE BIBLE and its distribution. By February, 1924, they had completed the 21 volumes in Grade 1½. Then commenced a policy which has endured throughout the years. The Bible volumes were either distributed free or at less than their cost price.

By May, 1927, the organization, with Bob Atkinson as Managing Director, purchased a skeleton building at 741 North Vermont Avenue. This 50′ x 130′ skeleton was redesigned and improved. A stereotype room and the demand for a home teacher brought added improvements. Requests for service from the blind steadily increased.

This is not intended as a year by year description of the Braille Institute, but rather the story of a man and what has been important to him during a period of nearly four decades. However, since so large a proportion of his life is interwoven with the Braille Institute, the man and the organization become entwined and are difficult to separate.

Over the years the love of books has grown into a matter of basic importance to our guest of honor. Therefore, it was natural that before too long a period had elapsed a library should be added to the organization. At first, it was located in a rented building not far from the Institute. Soon after its establishment, it became a regional branch of the Library of Congress, in which capacity it has continued its service over a period of years.

HE STARTED IT—The Crail Bill was initiated in the Congress of the United States on May 28, 1930. It commenced and actually paved the way for the concept of the need of more books for the adult blind, carried out in the Pratt-Smoot bill.

HE STARTED IT—In 1933 at the convention in Richmond, Virginia, a paper by Bob Atkinson was read by the late A. C. Ellis, then Superintendent of the American Printing House for the Blind, and a machine was exhibited and demonstrated at the American Association of Instructors of the Blind in 1934 in St. Louis, which was a forerunner of what became the Talking Book machine.

Our honored guest participated, though unofficially, from 1913 to 1918 inclusively, in the problem of uniform Braille printing, known as Revised Braille, Grade One and a Half. Of this, the late H. Randolph Latimer, who played such a great part in the leadership of this movement, once referred to Bob Atkinson as "The invisible intellect not identified or listed among the intelligensia officially associated with organized work for the blind in this or any other country." This was a significant tribute to the interest and ability of our friend.

His interest in Braille publications has extended throughout most of his life as one with visual difficulties and still determined to make good use of substituted tools for readings and writing. For more than twenty years he has been editor of *The Braille Mirror*. This publication has continued at a subscription rate to the blind of about one-third of the actual cost price of the magazine to blind subscribers. The name of magazine was suggested by Webster's Dictionary, which in a definition states, "Literature should be a *mirror* of life." The motto of *The Mirror* is appropos, "Handicaps overcome." We are particularly interested in its object which is, "To lift up a standard for people of Braille-land, that they may read and not be weary." This publication endeavors to keep its readers well informed on current topics of world-wide interest.

J. Robert Atkinson has evidenced an interest in all matters relating to the solution of the problems of blindness. In its various ramifications, these have become numerous. Among them was the matter of Braille writing. In 1931 the Braille Institute began the engineering and development of a portable Braillewriter. A working model was completed and it was demonstrated by Bob Atkinson at the convention of the American Association of Workers for the Blind held in Toronto, Canada, 1937. The machine has been on the market for several years now, and the public reaction continues to be most favorable.

In England, the country of the birth of the Moon system, this method of touch reading has always been looked upon with favor, especially by the aged. However, it was always a difficult and rather complex system to emboss. Therefore, Bob Atkinson decided to do something about this. In 1932, at his instigation and with his practical assistance, a Moon stereotype machine was invented and developed at the Braille Institute. This machine made possible the embossing of zinc plates in the Moon system. It has been a real service to the aged blind of the United States. Such things are simple to record as results in a talk, but untiring effort, ingenuity, and creative imagination were essential before the results could be achieved which made the Moon stereotype machine practical.

I first became acquainted with our guest in about 1941. It was not a face to face meeting, but an intriguing story related by my home teacher. In the course of lessons in Braille, she spoke from time to time about a man she called Mr. J. Robert Atkinson. He had founded and was the Managing Director of the Braille Institute. It aroused my interest to learn about the organization and its growth. Certainly, it was encouraging to hear about a man who, though totally blind, had so valiantly and capably faced his problem squarely. This had led to much of the growth and development of work for the blind in the West. For a while it was just a thrilling story as interpreted by a fine home teacher. Then I learned a bit of Braille and, in the process, asked many questions. What theory had been in the mind of Louis Braille to cause him to assign the raised dots he used for certain letters? Had he determined which letters would be used the most often and allocated the fewest dots to them? Why? Why? Why? In the process of learning I must have asked questions which exasperated this patient instructor. She didn't learn until years later that I had had a book on the psychology of teaching Braille read to me before even studying the subject.

One day there was a thrill! A letter came from the head of the Braille Institute. It seemed to me, as an unknown blind man, a very gracious thing for the head of an agency to bother to send a Braille letter to me. To make it even more interesting, the writer answered some of my myriad questions. This letter, together with another sent later, is still in my files—symbols, yes, but encouraging ones.

In the fall of 1944 a letter came from Mr. Atkinson, suggesting that I arrange to come in for a conference if I desired a position at the Braille Institute. The letter brought a thrill of encouragement and permitted me to meet him for the first time face to face. The years have sped by. As Director of Social Welfare it has been my privilege to learn to know Bob Atkinson and his wife well. Throughout the years, they have been concerned about my health and welfare. Therefore, I have a deep respect and affection for them. To those of us who really know him, our friend epitomizes the best in interest and concern for the welfare of his fellow-blind. It is a rare privilege to be able to express publicly my sincere affection and respect for the accomplishments of this fine man.

Our guest of honor is largely a self-educated man. Yet, time after time one listens amazed at his extensive vocabulary, his knowledge of the accepted rules of English grammar, and his word concepts. He has a flair for writing and seems to enjoy it. It is understandable, then, that he should initiate and promote the publication of Webster's abridged dictionary in 33 Braille volumes. A code of diacritical marks made this dictionary self-pronouncing. It was, we believe, the first such dictionary ever published for the blind. Especially helpful to blind students, it was published jointly by the American Printing House for the Blind and the Braille Institute in 1938.

Bob Atkinson has had numerous interests in his life—horses, Braille books, and friends. Each of these has filled a place in his life. They have increased his knowledge, awakened new interests and stimulated his desire to help toward the development of improvements for his fellow-blind. Those of us who have known him for a number of years have heard of ideas and inspirations which have come to him in the late hours of the night as he has pondered and meditated on problems confronting him and the Braille Institute.

It is fitting tonight that we, as members of the American Association of Workers for the Blind, representing this work in the United

American Association of Workers for the Blind

Founded 1895

J. Robert Atkinson

Inspired and inspiring leader in the eternal crusade for the emancipation of the blind; valiant yet ever genial champion of and spokesman for the yearnings and aspirations of your fellows; enduring friend and comrade of all who seek to help the blind to lift themselves to the full dignity of citizenship and usefulness.

In tribute to your many years of unflagging zeal and of devoted and faithful service to our common cause, we do now in grateful recognition and in eternal friendship present you with the

Ambrose M. Shotwell Award

in the City of Chicago, Illinois, this eleventh day of July, 1957, and have hereto affixed our signatures.

Shotwell Memorial Awards Committee

Francis B. Lavelle — Chairman

R. H. Clark — President

Roy Krumpel — Member

M. C. Robins — Member

Gordon V. Walker — Secretary-General

States and Canada, and in fact this hemisphere, should honor the life work and interests of our guest. The Ambrose Shotwell Memorial award is a fitting tribute for one who has for years had work with the blind as the compelling force of his life. Interest, energy and dreams have made the life of J. Robert Atkinson worthwhile. Tonight, then, I deem it a privilege to present to J. Robert Atkinson, on behalf of our Association and the Committee, the Shotwell Memorial Scroll. May the tribute we have paid to you tonight bring to you and your good help-mate, Mrs. Atkinson, joy and happiness which will remain with you all of your days.

PRESENTATION OF SHOTWELL MEMORIAL AWARD GOLD MEDAL TO *J. ROBERT ATKINSON

*Captain M. C. Robinson, M.B.E., LL.D., National Director for Western Canada
Canadian National Institute for the Blind, Vancouver, British Columbia

When J. Robert Atkinson heard he was to receive the Shotwell Award, he told me it would be one of the great highlights of his life. I can assure Bob Atkinson that the honor done in asking me to make this presentation address is one of the great highlights in my life, because it affords me the opportunity of paying tribute to a great man, a pioneer, and inspired leader in work for the blind.

J. Robert Atkinson was born in Galt, Missouri, November, 1887. He was the third son of a family of eight. From early boyhood he was a lover of horses, and this interterest has been maintained to the present time. Until very recently he rode his own horse regularly.

Before Bob was 13 years of age he hired out as a stock and farm hand. Bob's chores during the long working hours of the day included riding the mowing machine, raking hay, splitting wood, and the hundred and one other tasks associated with farming in those early days. His pay for this labor amounted to 40c a day, but Bob's real reward came on Sundays when he was allowed to saddle one of the horses and ride home to spend the day with his family.

In 1906 an ambition was fulfilled when he was riding the range for the famous Circle C cattle ranch, which then owned more than 20,000 head of cattle. During the rigours of winters, when the thermometer hovered between 30° and 40° below zero, Bob's varied employment afforded him knowledge and experience which fitted him to develop one of the outstanding agencies for the blind during the years that were to follow.

Along with Bob's rough and tough riding of the range was naturally associated the rather slap-happy handling of guns, and it was as a result of recklessness in this that he lost his sight. After hospitalization, Bob was welcomed to his mother's home. I do not need to dwell, with such an audience as this, on the months that followed. Few people have demonstrated the spirit of independence, and love of the open spaces and real down to earth joy of living, as did Bob Atkinson at such an early age. It is difficult for some of our younger people to visualize the great lack of rehabilitation and opportunities for the blind in those days. Bob's first step along the long and rough road back to independence came through a peddler who called regularly at his mother's house, driving a horse and wagon, and who was nearly blind. It was through this peddler that Bob was introduced to Moon type, which he was slow to accept, but once accepted, quick to master. He next learned of the existence of the Braille system, and after one lesson given by an experienced instructor, Miss Kate M. Foley, Bob quickly became proficient in this. He read New York point extensively, and then learning of the British Braille system, mastered this as well.

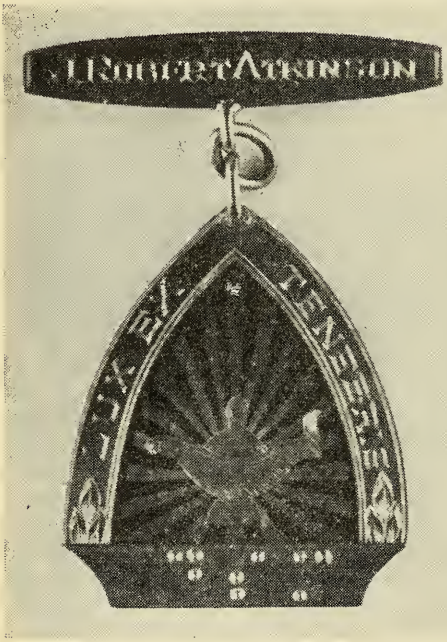
*Visually handicapped.

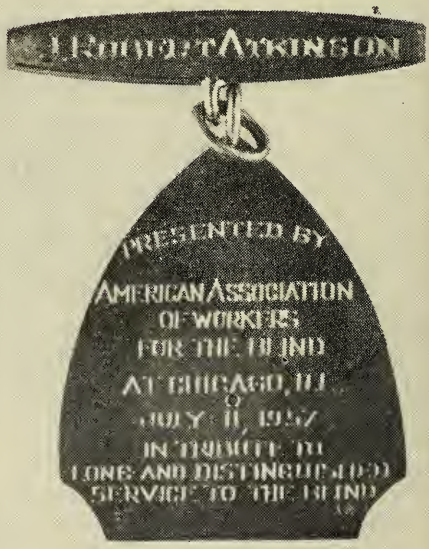
In the meantime, he was conducting his own rehabilitation training. With only the aid of a cane, he mastered the wooden sidewalks, rough and poorly defined paths, narrow and rickety footbridges of the small town in which he lived.

Soon, Bob was not satisfied with the somewhat limited material in Braille, and acquiring a Braillewriter, and with the help of his mother, he transcribed into American Braille, from dictation, a considerable library of thousands of Braille pages. These books he had bound and kept for his own use, using the years 1913-17 for their compilation. Without assistance of a trained Braillist, this in itself was an outstanding achievement.

area. Thus was organized a non-profit, nonsectarian plant in 1919, called the Universal Braille Press, which, when incorporated in 1929, became the Braille Institute of America, Incorporated.

In those days it was no easy task to establish a printing plant for the blind. Machinery was difficult to secure. After an extensive search in Eastern United States, Bob Atkinson returned home and decided that some of the equipment would have to be developed and manufactured in Los Angeles. With the assistance of skilled engineers, he developed the Atkinson stereotype machine. In addition, he arranged for the inclusion of a heavy steel bed to make a planten press suitable for





However, this hand-transcribed library served another purpose. It helped lead to the founding of what is now the Braille Institute of America, Inc. Mr. and Mrs. John M. Longyear of Brookline, Massachusetts, were spending the winter in Pasadena, California. They examined Bob Atkinson's hand-transcribed library and were interested. In fact, it inspired them to offer Bob $5,000 a year for five years with which to found a printing institution for the blind in the Los Angeles

Braille embossing. These were arduous days in which he made use of the garage in the back of his home for the "printing plant."

In 1920 Bob married Alberta, and this was his luckiest break. Mrs. Atkinson assisted tirelessly in practical service as a stereotyper, and with her knowledge of bookkeeping was invaluable in helping as needed. This meant a great deal to young Bob Atkinson as he faced the problem of developing a Braille printing establishment with little money, but

much enthusiasm. In 1924 when the generous financial support of the Longyear's terminated, Mrs. Atkinson made available her life savings which included an inheritance and life insurance policy in order to keep the work alive. Bob Atkinson also sacrificed his limited assets in the same cause.

Recreation for the blind plays a vital role in the service program of many agencies, and I am sure a great deal of inspiration toward this development originated through a film carried by thousands of theatres illustrating the recreation program developed by Bob Atkinson.

Before closing, I would like to mention two honors which have been bestowed on our guest. He was elected and served as a Charter Trustee of the American Foundation for the Blind—1921-24, and was elected President of the American Association of Workers for the Blind in 1943, serving in that capacity until 1947.

Because of your efforts on behalf of the blind throughout the Americas, it is a pleasure to present you, Bob Atkinson, with the Shotwell Medal for distinguished service on behalf of the blind.

ACCEPTANCE OF THE AMBROSE M. SHOTWELL MEMORIAL AWARD FOR OUTSTANDING SERVICE TO THE BLIND

***J. Robert Atkinson, Founder, Vice-President, and Managing Director**
Braille Institute of America, Inc., Los Angeles, California

Captain Robinson, J. Milton Johnson: Gratefully do I thank both of you for your very kind remarks in the presentation of this Award and Scroll. I shall always endeavor, in word and deed, to merit the kind things you have said.

And to you, my colleagues, members of this worthy Association of Workers for the Blind, I shall ever be deeply grateful for the high honors you have here conferred upon me in selecting me as the recipient of this Memorial Scroll and Award for distinctive service to the blind.

There are many members in this Association, whom I could name spontaneously, far more worthy than I to receive this distinction, and for this, and many other reasons, I am deeply and inexpressibly grateful to all of you.

As indicated in the preceding presentation talks, I lost my physical sight in 1912, forty-five years ago, as a result of the accidental discharge of a Smith & Wesson Sixshooter in my own hands—a weapon which had served me well on some occasions as a cowboy on the Montana range.

Naturally, my first reaction was that the end had come for me, that I was through utterly, hopelessly. I blamed the weapon for not making a good job of it—for not putting me out, instead of putting out my eyes.

Often, in human experience, a seemingly insignificant event when recalled offers a ray of hope. In my life on the range from 1903 to 1912, I became very well acquainted with Montana's cowboy painter and sculptor, C. M. Russell, an artist of international renown in his late years, by instinct and nature. He never had a lesson in art. He was also a good storyteller, far above the average, proclaimed as such by his good friend, the late Will Rogers.

Consistently, Russell carried a piece of beeswax in his sidecoat pocket, and often, when mingling with the boys telling stories, his right hand would be busy in that pocket. On one occasion, he pulled from his pocket a perfect imitation of a horse which he had molded while talking. He showed the model to us and said, "If I had a couple of blackheaded pins, I'd put some eyes in this critter."

*Visually handicapped.

While convalescing in the hospital, deploring my hopelessness and helplessness after it was confirmed that my eyesight was totally destroyed, that incident came to my thought. "If Charley Russell," I queried, "could model a perfect horse from beeswax in his coat pocket without looking, surely there must be something I can do with my hands without eyesight." And I resolved then and there that I wouldn't quit.

This appears to be the conviction of the late N. C. Hanks, of Salt Lake City, Utah. As a graduated high school student he obtained work in the mines of Utah, paying his way through college. Through an accidental explosion he lost both eyes, and both hands at the wrist. This did not stop Mr. Hanks. He made his way through Stanford University and became an able orator and lecturer, by which he earned a lucrative livelihood.

During one of his lectures in Los Angeles, at the speakers' table, his manager, knowing that Mr. Hanks knew me, advised him, "I see Bob Atkinson over there at the Rangers' table consulting his watch." Hanks' quick reply was, "Oh, Bob's not handicapped, he's just blind."

Indeed, personally, I have long believed that a man's hands are more valuable and useful to him than his eyes in many respects, or at least, equally so. Mr. Hanks seemed to have learned this by experience.

My next four years were spent towards achieving that end. It was a long, dark trail, without any hoofprints to show that anyone had gone along before me. As a cowboy, I had ridden many a long trail, but this was deemed the longest of them all, except perhaps the distince between my plate and mouth the first time I sat at a table to use a knife and fork and spoon. In those days, there were no home teachers such as we now have.

I was in Los Angeles at the time of the accident, on my way back to Montana, after spending the winter with my mother and two younger brothers. They helped me all they could, but it was indeed a case of "the blind leading the blind," and this with all due respect to their loving care.

The late Miss Kate M. Foley, herself sightless, was then volunteering her services to the newly adult blind as best she could. Learning of this, my mother and I called on Miss Foley at her home, where I was given my first lesson in Braille, the first and only lesson I ever had from qualified instructors.

Just previously, a sightless huckster who passed our home daily with his horse and wagon, with a sighted boy to help him, had given me the Moon alphabet which I had mastered and was beginning to read. Up till that time I sat hopelessly, day after day, on the front porch rolling and smoking cigarettes, or a pipe for a change.

Following the visit with Miss Foley, I returned with the family to El Centro, California, where my mother had established a home. The trials and triumphs that followed during the next four years are far too exhaustive to mention here. Incidentally, however, I mastered four of the five systems of raised print then commonly in use, to wit: Moon; New York Point; American Braille; British Braille, grade 2 — this, in order to avail myself of a variety of literature of which, at that time, there was a dearth.

Suffice it to say, that by 1916 I was on my feet professionally, living in a Los Angeles downtown hotel. There, in 1917, through mutual friends, I met Mrs. Atkinson, from which meeting a helpful companionship resulted immediately. During her spare time, she read to me and helped in a secretarial capacity, voluntarily. We were married in Detroit, Michigan, February 20, 1920, where Mrs. Atkinson had gone to visit with friends after spending the holiday season with her parents in Wisconsin.

I was then on my first business trip to New York, Boston, and Washington, D. C., laying the foundation stones for the Braille Institute of America, Inc., made possible by a spontaneous gift from Mr. and Mrs. John M. Longyear, of Brookline, Massachusetts, who were spending the winter of 1918-1919 in Pasadena, California. The gift consisted of $25,000.00, payable $5,000.00 a year. The only condition of the gift was that I should take full responsibility for the founding and management of an institution to be located in Los Angeles, devoted to the social and eco-

nomic welfare of the nation's blind, without respect to race, color, or creed. In addition, they gave a substantial sum specifically for the purpose of helping to publish THE BIBLE in Braille, grade 1½.

Mrs. Atkinson, therefore, is rightly and properly a co-founder of the Braille Institute, and for several years we worked alone. There was no trained help immediately available, and if there had been, funds would have been insufficient for the purpose.

There was then no market for Braille-printing equipment, probably because the demand was too limited to be commercially interesting to engineers and manufacturers. Institutions then engaged in industry had improvised, as it were, presses and equipment peculiarly adaptable to their own special needs.

After Mr. and Mrs. Longyear's gift terminated at the end of five years, in order to keep the activities then started moving along, Mrs. Atkinson made available an inheritance from her father's estate, together with a life insurance annuity and savings otherwise acquired. This I did, likewise. Our friends, and even our banker, discouraged us, but we were convinced that the cause was right and needful and that our financial assistance would prove to be bread scattered on the waters, to be returned to us in due time—which it was. I hope you will pardon this personal intrusion upon your time and thought, in my feeble effort to render justice where justice is due.

There are several here today whose membership in this Association antedates mine, I am sure, and who well deserve the honor here bestowed upon me. My membership, and that of Mrs. Atkinson, began in 1923 at the Janesville, Wisconsin, convention. Then we were meeting biennially.

Mrs. Atkinson and I have not missed a convention since 1929, which means that we have attended all conventions but two since becoming members, and through all of these years our attendance and our association with you have been increasingly inspiring and beneficial to Mrs. Atkinson and me in ways far too numerous to mention here.

Now that we have completed the decorum of this ceremony, as it were, I feel inclined to leave the sublime for the ridiculous, just as our colleague, Peter J. Salmon, did on a similar occasion. You will remember that he rendered us a vocal selection or two at the close of his remarks when he was given this award. It is not that I wish to embarrass Peter with my superiority, nor eclipse his talent as a vocalist, it is just that I am now in rather a profoundly reminiscent mood.

A few of you may remember that, in 1923 at the Janesville, Wisconsin, Convention, a blinded veteran of World War I, Mr. Williams by name, I believe, composed and presented a verse in recognition of the American Foundation for the Blind. That was the second annual membership meeting of the Foundation, its first having been held in Austin, Texas, June 1922, in conjunction with the biennial convention of the American Association of Instructors of the Blind.

Mr. Williams' verse and music ran as follows:

It's the A.A.W.B. folks,
The A.A.W.B.!
The American Foundation
Is the creation
Of the A.A.W.B. folks.

In paraphrase my second verse goes like this:

It's the A.A.W.B. folks,
The A.A.W.B.!
You can't go wrong
When you belong
To the A.A.W.B. folks.

And the third and last verse:

It's the A.A.W.B. folks,
The A.A.W.B.!
The American blind
Have come from behind
With the A.A.W.B. folks.

Having thus imposed upon your patience and tolerance, without further adding insult to injury, again I thank all of you for honoring me as you have today. This day, and this convention, will ever be regarded as the outstanding highlight in my career as a humble worker in behalf of the social and economic welfare of the blind of the Americas, without respect to race, color, or creed. Thank you, very gratefully.

FORUM ON COMMUNICATIONS FOR THE DEAF-BLIND

Sponsored by

Committee on Services for the Deaf-Blind
World Council for the Welfare of the Blind

Chairman

*Peter J. Salmon, Chairman, Committee on Services for the Deaf-Blind, World Council for the Welfare of the Blind

and

Executive Director, Industrial Home for the Blind, Brooklyn, New York

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WELCOME

*Colonel E. A. Baker, O.B.E., M.C., Croix de Guerre, N.Sc., L.L.D.
President, World Council for the Welfare of the Blind

and

Managing Director, Canadian National Institute for the Blind
Toronto, Ontario

On behalf of the World Council for the Welfare of the Blind, it is my privilege to extend to you most sincere greetings and best wishes for the success of your conference on the problems of the deaf-blind. We are deeply conscious of the problems of blind persons throughout the world. We also recognize and are concerned for those who have suffered total or substantial loss of the sense of hearing. However, those who have suffered the loss of both sight and hearing present a very special challenge to all whose minds and hearts are dedicated to the relief of human tragedy.

In my experience, I must admit that in most areas of the world the development of adequate services for the great mass of the blind and, as well, for those who are deaf, has been retarded by lack of social consciousness and development. It is not surprising that so often in the past the deaf-blind with their double handicap have, in general, been overlooked. It is my earnest hope that, through the efforts of the leaders of the deaf-blind and cooperation of those experienced in services for the blind and the deaf, appropriate services may be designed. Such services could then be implemented by well-established organizations willing and able to provide them. If we can but link our compassion with a realistic program for the deaf-blind, their normal longings and aspirations may be more generally realized.

I may conclude with best wishes for the success of this Conference and a broader future for our deaf-blind friends.

*Visually handicapped.

INTRODUCTION & REVIEW:

THE COMBINED EFFORTS OF THE WORLD COUNCIL FOR THE WELFARE OF THE BLIND, THE AMERICAN FOUNDATION FOR THE BLIND, THE TWO-YEAR O.V.R. STUDY PROJECT OF THE DEAF-BLIND AT THE I.H.B., AND THE INDUSTRIAL HOME FOR THE BLIND

*Peter J. Salmon, Chairman, W.C.W.B. Committee on Services for the Deaf-Blind; Executive Director, Industrial Home for the Blind, Brooklyn, New York

The title for my talk in the program sounds forbidding when I read it myself but, believe me, this will be a brief summary and review, even though it does cover a very vigorous and exciting development in the history of work with handicapped people.

I know that I need not tell you who are gathered with us tonight of the limited, if not negligible, program for deaf-blind people, even where we have given it the most attention — not because the service available is limited or negligible, but essentially because this double handicap is not merely two handicaps but is, in fact, a multiplication of disabilities. Deafness and blindness combined remove the two faculties which, generally speaking, are conceived as the perceptive faculties, leaving only three: touch, taste, and smell. Having worked with deaf-blind people, lived with them, thought with them, and struggled for them, I know that there is an unnamed faculty which derives more from these three senses than they can possibly give. I have not tried to put a name to this, for it is not intelligence, nor sensibility, nor any of the common names which we think of as the catalytic agents of human behavior; for this capacity to derive more from the remaining senses than they can give is common to most deaf-blind persons and differs only in the articulateness of expression which intelligence and sensibility create. We cannot find the answer to this enigma here, but it needs to be stated if we are to understand why we, as social workers and as deaf-blind persons, are seeking programs and methods of communication which may be universally applicable, regardless of language, country, or the form of the social order.

We are confined tonight to the discussion of communication as a major problem of social intercourse, of vocational rehabilitation, and of employment; and our distinguished guests on the Panel will be discussing some areas of communication with which they have had experience and familiarity. It is our hope—that is, it is the hope of this Panel and of the sponsoring agencies (the A.A.W.B., the World Council, the Canadian National Institute, and the Federal Office of Vocational Rehabilitation) — that a discussion of communication may, in fact, draw so many of the tangent problems together as to spur some of you to begin programs of service of a practical and significant nature in your own communities.

1945 was the crucial year in the development of work with the adult deaf-blind in the United States. While some work had been done at the I.H.B. over the quarter-century immediately preceding, no formal approach to the problem was begun until June 27th of that year when, at a birthday party for **Helen Keller, she and some of us who were equally interested organized the first formal program at the Industrial Home for the Blind, and initiated steps with *Dr. Robert B. Irwin

*Visually handicapped
**Deaf-blind

for the beginnings of the new program to be begun almost immediately at the American Foundation for the Blind.

It was not until 1954, at the Conference in Paris, France, that the World Council for the Welfare of the Blind placed the problems of deaf-blindness on its agenda. Considering the enormous problem of blindness itself throughout the world, it took courage for this young organization to create a committee to cope with this problem, even though its mandate to the committee set very limited goals:

> "The World Assembly of the World Council for the Welfare of the Blind recommends that steps be taken to establish an international manual alphabet, amongst the Western countries in the first instance, and that a small international body of experts be constituted, composed of three deaf-blind persons and one sighted consultant, to determine which communication devices should be recommended for use by the deaf-blind."

We are indeed honored to have the President of the World Council, *Colonel Edward Baker, as one of our speakers tonight. It has been my pleasure to serve as Chairman of this Committee on Services for the Deaf-Blind and, through it, to meet and to get to know the distinguished guests we have wih us tonight: **Dr. Gerrit van der Mey, **Mr. Arthur R. Sculthorpe, and **Richard Kinney. Our Committee has had the close cooperation and understanding of the Secretary-General of the World Council, *Mr. Eric Boulter. I would not have been able to carry forward the additional responsibility of this important work for the deaf-blind except for the dedicated and expert help of **Mr. George E. Keane and *Mr. Louis J. Bettica of I.H.B.—certainly two of the most outstanding persons in the world on the subject of the deaf-blind. Our secretary, Renee Mann, has carried a tremendous detail assignment and has kept all of us on schedule. We know we can count in the days ahead on others, including **Helen Keller and **Robert J. Smithdas.

Our discussions have run the gamut of ideas as to the need for a simple and direct method of communication which would be known to the reading population of the world. This system must also be practical in terms of its use by deaf-blind persons, either with their seeing-hearing companions, with the population at large, or with their deaf-blind associates. It must be one that can become a part of any catalog of alphabets, regardless of language; one which, over the years, shall be a familiar tool to all who will use it; as simple as a type-face, which the average child entering his reading years will learn with ease. We know, of course, that the existence of such an alphabet does not even remotely imply its universal use; but it is our hope that, as surely as the world is becoming aware of the need to find a place for its handicapped persons, so it shall also become aware of the need to educate the peoples of the world in an acceptance of this place for them. While the final adaptation of this and other tools for use by disabled people may be in generations to come, we shall have the privilege of initiating some of the first steps. Another of our speakers tonight, *Annette Dinsmore, will be reviewing communication in terms of the deaf-blind child. I think it should be said here, however, that she has been an active member of our discussion groups and has contributed substantially to the development of new programs throughout the country through the Services for the Deaf-Blind of the American Foundation for the Blind. She is devoted to her work.

We are fortunate in the United States that our Federal Government has been alert to all of the problems concerned with disability through its various welfare services. One of these—the Federal Office of Vocational Rehabilitation, in particular, through its Director, Miss Mary K. Switzer—has sought out ways and means of assisting in the creation of new tools and new programs and, late in 1955, after becoming familiar with the expanded program of services for the deaf-blind at the I.H.B., made a grant for a two-year study project which would have as its purpose the development of a manual and method of procedure for agencies everywhere to use in applying already existing services to the handicaps of deafness and blindness. This project has been under way since April of 1956 and promises to place another tool in the hands of those who would use it in this very limited field of work for the deaf-blind. Many of

*Visually handicapped.
**Deaf-blind.

the staff members working on this project are here with us tonight, having joined the Members of the World Council's Committee in its discussions. With us, too, are several distinguished guests whom you will be hearing from: Mr. Edward Evans, M.P., of England, one of those responsible for the development of the two-hand manual alphabet now in use by the deaf-blind in that country and in the Commonwealth nations; and Dr. W. L. van der Poel, Research Engineer, of Holland, who joined Dr. van der Mey and his wife in coming to this country for the Conference. Dr. van der Poel has been interested in a more complex method of communication which he will tell you about later.

Again, the Federal Office of Vocational Rehabilitation has also been interested in this Conference and has helped substantially in financing it; as has the Canadian National Institute which has done so much for the World Council through the leadership of *Colonel E. A. Baker, and has a representative with us tonight, Mrs. Marjorie McGuffin of Vancouver who has a keen interest in the deaf-blind.

Finally, we have the privilege of working with us at I.H.B., in Brooklyn, **Mr. Robert J. Smithdas, who is a member of our Community Relations staff and whom you will be hearing later in a discussion of the one-hand manual alphabet and other methods which he uses.

I know that you will all join me in the hope that our discussions here, and in Brooklyn next week when we are holding the World Council Conference on Communications for the Deaf-Blind, will add to the sum total of knowledge which we have that may be brought to bear upon our work in the cities and states that we serve. I cannot urge you too vigorously to make some effort to extend your work to the deaf-blind of your communities if you are not already doing it.

ADVENTURING ALONE WITH COMMUNICATION

**Richard Kinney, Member, W.C.W.B. Committee on Services for the Deaf-Blind; Instructor, The Hadley School for the Blind
Winnetka, Illinois

"Adventuring Alone with Communication." Sounds a bit like "Into the Void with Space Man," doesn't it? Let me reassure you at once that in this case "alone" implies no affinity with Greta Garbo, and I use "adventure" in the sense of an exhilarating experience.

By way of background, we should understand that a deaf-blind person often shares in a group discussion through the aid of a nimble-fingered friend, who reports: "Bill says —" "Jack says —" "The charming moderator of our program says —" Sometimes this procedure is not merely the best way, but the only way, of handling a situation. We with a double handicap admire and appreciate the friends who so expertly "clue us in." Yet the more situations in which we can participate on our own, the more people, both friends and strangers, with whom we can converse directly, the more wholesome independence and rewarding human relationships we can achieve.

Fortunately, learning one of the various manuals is by no means the big job some might think. My little cousin Sandy learned the one-hand manual at the age of six. I can't say she was exactly a brilliant conversationalist, since she didn't know how to spell, but I've never known anyone who could put more expression into reciting ABC's! Since 1954, when I joined the staff of The Hadley School for the Blind as an instructor in English, every staff member, without exception, has mastered a manual with ease. As you listen tonight, I hope those of you who have deaf-blind acquaintances will keep in mind that in just twenty-six minutes—one minute for each letter of the alphabet — you yourselves can gain a firm initial grip on a rewarding new skill.

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As for conversing with strangers or with friends who don't know a manual, the open sesame in my own case has proved to be Tellatouch, an amazing little machine developed by the American Foundation for the Blind.

Tellatouch resembles a miniature portable typewriter with a standard typewriter keyboard. As the other person types, corresponding Braille letters rise in a cell under my finger tip. By Tellatouch anyone can converse with me at once, and anyone who knows touch typing can do so at a galloping thirty, forty, or fifty words a minute—speeds that would require weeks or months of practice to equal by manual. Besides taking advantage of typing skills many people already have, Tellatouch appeals to what might be called a natural "toy instinct." Many people eye the little machine in the same way Dad eyes Junior's electric train on Christmas morning. Tellatouching can be fun!

For instance, some time ago I was riding alone in a taxi, when the driver suddenly stopped for a red light, turned around, typed out rapidly: "Hi, professor. Saw your picture in the papers the other day. I'm a school teacher, too; just working my way through vacation!"

On another occasion, when I met an unhandicapped letter friend in person for the first time, she was so reassured by the familiar sight of a typewriter keyboard that she picked up Tellatouch and sparkled, "If I swear at you, it's a misprint!"

Again, a college president once quipped at an alumni banquet that he felt like Columbus, since his one-finger typing principle seemed to be, "Discover and land."

Let me illustrate the freedom Tellatouch can bring. Sometime ago I was asked to talk to a group of college boys in nearby Evanston at the national headquarters of Sigma Alpha Epsilon, my college fraternity. As always, I made what salesmen call a careful "pre-approach," outlining in a letter the procedure we would follow. On the appointed morning, I took a taxi alone to the S.A.E. temple, where I was met by a representative of the fraternity. As he and I walked inside, I gave him the few needed instructions on such things as guiding technique and "louder" and "softer" signals. After my talk, in which I told the boys something about the way in which the Hadley School teaches blind people all over the world by mail in Braille, fraternity brothers crowded forward to introduce themselves and chat on Tellatouch. A lively conversation continued through luncheon, after which a brother phoned for a taxi and I returned to Hadley in the same way I'd come. Though one of my fellow staff members would gladly have accompanied me, I know the boys got an extra bang from my coming alone—and so did I!

With almost every solo situation—dining alone in a restaurant, traveling alone by taxi or plane, attending a party or going to make a speech without an experienced guide—the pattern is the same: some from of pre-approach, clear on-the-spot instructions, and lots—and *lots*—of faith in the goodwill and intelligence of the people one meets.

This whole subject of communication with deaf-blind people can be summed up in the single principle that "problems are opportunities." The human mind will break through any barrier to reach other human minds. Two things only are needed—trained alertness from those who do not see or hear, and helpful cooperation from you who believe with us that the important thing is not hearing, but understanding; not eyesight, but insight.

THE DEAF-BLIND IN THE UNITED KINGDOM and HISTORY OF THE TWO-HAND MANUAL ALPHABET

Edward Evans, C.B.E., M.P., President, National Deaf-Blind Helpers' League, Peterborough, England

It is a great privilege for me to be invited to address this Forum, and an honor I very much appreciate to be asked to meet this distinguished and influential gathering to tell you about certain aspects of welfare activities for the deaf-blind in the United Kingdom.

I am happy to give you the personal greetings from the Minister of Health, the Rt. Hon. Dennis Vosper, M.P.

There are in Britain, as far as we can ascertain, 2,463 deaf-blind persons of whom 383 are those who have no naturally acquired speech or, as we used to say, are deaf and dumb. The word "dumb" is gradually falling into desuetude, although it is still retained by some of the older voluntary societies as having a greater appeal to the charitably minded public. By far the greater number of these are elderly and many are practically senile.

I have been asked to say something about the official or Governmental attitude to the deaf-blind:

Deaf-blind persons enjoy all the rights and privileges of full citizenship and, as such, are entitled to the benefits, privileges, duties, and liabilities of fully endowed persons. They are, however, protected and helped by special legislation embodied in a series of legislative enactments or, as we say, Acts of Parliament. It is fair to say that these provide for assistance in one form or another from the cradle to the grave. How far these are implemented is another matter, but it can be claimed that, within the reservations available in regard to personnel and finances, we have gone a long way to converting these legal instruments into effective practice.

By these legislative provisions it may be said that the Government assumes responsibility for the welfare (I use the term in its widest sense) of the deaf-blind. Generally, but with certain important reservations, it delegates this responsibility to other bodies, such as hospital boards in regard to health, the local authorities in regard to education and general welfare, and to voluntary societies, when the work can be more effectively carried out by them, such as the provision of homes, special apparatus, and placement in industry. This applies to sheltered workshops such as the Remploy Factories. Again, the local authorities have power to delegate their duties to voluntary societies to which they make grants, but the ultimate responsibility rests firmly upon them and through them to the Government.

The main Acts of Parliament to which I have referred are:

The Blind Persons Act 1920—whose provisions are now incorporated into the National Insurance Acts and the National Assistance Act. Deaf-blind persons are generally registered as blind persons in order that they may qualify for the special benefits, such as larger pensions and supplementary grants under the National Insurance Acts.

The National Health Service Act—provides for specialized treatment, hearing aids, hospital accommodation, spectacles, and many other facilities. It also makes provision for continued research into the prevention and treatment of blindness and deafness.

The Disabled Persons Employment Act—deals with the training and placement of the deaf-blind, much of this work being undertaken by voluntary organizations, such as the R.N.I.B., on behalf of the Ministry of Labour.

The National Assistance Act—has special sections dealing with disabled persons perma-

nently and substantially handicapped, and gives local authorities powers to provide welfare services, such as visitation, occupational activities, social centers; and to provide for spiritual care, generally undertaken by a voluntary society.

The Education Act—makes it obligatory on local education authorities (in this country these are County Councils and County Borough Councils) to provide the special educational facilities for the deaf-blind. This work is undertaken on their behalf by such bodies as the R.N.I.B., although a number of blind and deaf schools still retain a small number of multiple handicapped children. There is an urgent need for much more special provision. Through these facilities, it is possible for a child to climb the educational ladder as far as his ability will allow.

The deaf-blind live mainly in their own homes where they are visited by welfare officers, but there are three special homes provided by the R.N.I.B. and, in these, some places are reserved for rehabilitation and holiday periods. In the deaf homes of the National Institute for the Deaf there are a number of deaf-blind people.

There are others Acts of a more general purpose covering many differing contingencies, from which the deaf-blind benefit.

I have been asked to say something about the development of the deaf-blind manual alphabet now in general use in Britain:

About 25 years ago, the College of Teachers of the Blind decided to test candidates for their Home Teachers' Diploma in communication with the deaf-blind. I was a member of the Examining Board and, in view of my experience with both the blind and the deaf and with some deaf-blind pupils, I was invited to conduct this examination. The result of these tests was so disappointing, indeed alarming, in that it showed a complete incapacity to deal with this matter by those supposed to have contact with the deaf-blind, that I was asked to devise some system which might be acceptable to the College. As the seeing deaf in our country almost fully use the two-handed manual, and as this is fairly widely known by persons outside the world of the deaf and the blind, it was thought advisable to adapt that manual to the needs of the deaf-blind. It can, therefore, be claimed that the two-handed manual for the deaf-blind is an adaptation of the generally used manual. The main principle is that the receiver has no active participation or movement whatever; he is passive and is a receiving element solely. That is to say that the receiving hand is written upon. Certain modifications were essential for this purpose, but there are not as many as might have been thought necessary. The system is devised so that many of the abbreviations used in Braille can be employed; but, now that we have gained experience with it, we realize it lacks one or two features that might usefully be incorporated — such as a touch for "No" and one for "Yes."

When the scheme was submitted, it was subject to a good deal of examination and criticism and there have been a few minor modifications. Particulars are provided for use in schools, hospitals, clinics, etc. In my old school, where we had a few deaf-blind people, the whole staff and the pupils very rapidly mastered the alphabet, and those expert in it attained a reasonable speed.

There are a number of mechanical contrivances designed to help the deaf-blind, the latest being the very elaborate Arcaid machine which actuates six dots as in Braille and also prints Braille at the same time.

THE NATIONAL DEAF-BLIND HELPERS' LEAGUE IN ENGLAND

**Arthur R. Soulthorpe, M.B.E., Member, W.C.W.B. Committee on Services for the Deaf-Blind; General Secretary, National Deaf-Blind Helpers' League, Peterborough, England

GOOD EVENING, FRIENDS:

I bring warm greetings from your opposite numbers in Britain and particularly from our League, its 1200 deaf-blind members, its Committee, and its Associate Members. I also carry the greetings of our staunch ally, St. Dunstan's, whose war-blinded men and women are ever ready to lend us a hand and who have shared handsomely in the expenses of my trip.

I have seven minutes in which to talk to you. Seven minutes is a long time if you're waiting to be hanged, I suppose, but seven years is all too short an apprenticeship for a planner of adequate welfare service for deaf-blind people. Here, you have a condition which defies the imagination. You can close your eyes and get an idea of what it's like to be blind—it will be an exaggerated idea, but at least it will give you a holy respect for its problems. You can even get an idea of what it's like to be deaf, although this is much more difficult. But I defy anyone to understand what it is like to have no sight and no hearing—unless he is *in* that condition; and even then you only get a true assessment of its more subtle effects after a long experience of day-to-day life.

I am not an educator; I am an average man who, during his lifetime, has lived normally with good sight and hearing, has been blind for a time with hearing, has been deaf for ten years with sight, and for the last nineteen years has lived with neither sight nor hearing. My assessment of the situation has made it possible for me to regain a place in normal life, and my experience amongst my fellow deaf-blind has convinced me that it is futile to attempt to deal with deaf-blindness as if it were a variant of blindness — a sideline of Blind Welfare. I cannot dilate here, but I would leave a very definite assertion with you: *Deaf-blindness is a unique condition, more devastating than any other. It needs specialized study and a special technique. Its vital need of these is a challenge which Blind Welfare can no longer evade.*

Now about our League: The essential prerequisite for an adequate service for the deaf-blind is first-hand information from the deaf-blind. No one else can provide it. In order to get it you need to organize the deaf-blind, to obtain coherence and cooperation from them. You will understand that the double handicap inevitably breeds a severe inferiority complex. Deaf-blind people have every excuse for being morally smashed up. They know they are at the mercy of everybody. Such people need something drastic to be done to put them on their feet again; their self-confidence has gone; they feel helpless and useless. Welfare starts by rebuilding morale, and the best way to do that is to give deaf-blind people some concrete purpose, some work to do, something to aim at. It is very kind of others to want to do things for them; the real way is to encourage them to do things for themselves. This is the principle behind our League. The League was formed by deaf-blind people; it is controlled by deaf-blind people; it *is* deaf-blind people. It speaks for them, thinks in terms of them. It is necessary that it should be absolutely independent of other bodies; it must always be free to criticize and not be inhibited by a sense of obligation, for it alone—the body of the deaf-blind—knows what deaf-blindness is, and its own experience is its apprenticeship. The value of the League is now wholeheartedly conceded in Britain. The League, the independent organization, stands beside all other welfare bodies as an equal, a partner, not any kind of pawn. And so that vital information about the everyday problems of

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hundreds of deaf-blind individuals is available to the official welfare bodies. That is the League's most important function.

But it has its domestic side, its inner fellowship. It is a family in the right sense. A member is part of the whole, and he knows he can regard himself as such. He is linked up with all other members; he can choose how much he wishes to enjoy social intercourse, by letter or by personal meeting.

We have 1260 members in Britain, and many others overseas. In Britain we are organized in divisions, each with its divisional secretary. A division may be any convenient area — a county, perhaps, or two or more counties. The division is subdivided into groups, each with a steward. These officers, all voluntary and many deaf-blind, keep touch with all members, and pass on to headquarters in Peterborough all requests for material help. They also organize local social clubs and meetings—anywhere within a radius of about 100 miles. This, together with the constant letter contacts and the League's magazine, the Braille "Rainbow," has produced a compact fellowship; and, what is more, a strong pride in their own organization. Always, deaf-blind individuals are encouraged to take active part in League work.

Besides deaf-blind members, we have Associates. These are sighted people and include a great many home teachers, deaf missioners, welfare officers, as well as ordinary citizens. All these are in the League in their private capacity, so that we retain our complete independence, but through these sources we reach out to the world at large. Members have found personal friends in their own locality, and liaison with the official welfare is very close and cordial. We are represented on the key committees of Blind Welfare.

The League's aims are social; to make it easier for adult deaf-blind people to meet the world around them, and take a share in that world. We help one another to live our day-to-day lives.

We pioneer; we lead. We founded the first holiday home in Britain specially for the deaf-blind. We started the first social clubs. Now we set ourselves the job of tackling rehabilitation in our meaning of the word—that is, we are going to provide the individual with a home of his own where he will be quite free to live his life; but we are also going to provide him with those outside interests amongst the ordinary community. Not just a home, but a life worth living.

You can see it needs more than seven minutes to cover this subject, but my time is up. I must thank you sincerely for your patient hearing and trust you have found something in my talk which will stick.

A NATION-WIDE PICTURE of the EDUCATION OF THE DEAF-BLIND CHILD

*Annette B. Dinsmore, Consultant, Department for the Deaf-Blnid
American Foundation for the Blind, New York, New York

Our panel this evening is concerned primarily with the various facets of the question of communication for deaf-blind children. It is fitting, therefore, to pause briefly to consider the same subject in relation to the education of the deaf-blind child who has initially no basic structure of understanding upon which to build any specific method of communication. Until associations can be established, words have no meaning for him—whether they are spelled in the one-hand manual alphabet, the two-hand manual alphabet, the Lorm alphabet, or presented to him through the

*Visually handicapped.

touch-speech reading of the Vibration Method. The child must first develop inner language or mental concepts which can lead him eventually into the outward expression of thought.

Lack of communication for a little deaf-blind child permeates every aspect of his life, retarding social development and blocking all relationships. During his formative early years, he is surrounded by the confusion and frustration of his parents, neighbors, and even professional people. Many an eye and ear report contains statements such as "child refuses to cooperate," or "impossible to determine extent of loss." As soon as possible, parents need guidance if they are to help their deaf-blind child to become aware of the world around him. They need guidance in learning to recognize the fleeting indications of his growing understanding. The physician sometimes needs interpretation of the child's functional behavior, if he is to analyze the extent of visual and hearing impairment. Some progress has already been made in the development of diagnostic techniques — enough to show that guidance can be offered. We are now faced with the necessity for disseminating to workers in the local areas specific knowledge thus far acquired—knowledge that is based on direct experience with the deaf-blind child. If this can be accomplished, children will be ready for a trial in school when they are young enough to receive the maximum benefit of the educational years ahead.

In the United States today, the generally accepted method of teaching deaf-blind children is the Vibration Method, adapted from the "Tadoma" Method of oral instruction, developed in the early part of the century by Miss Sophia Alcorn, a well-known teacher of the deaf. Through this system, the child is taught to read the lips by touch and to articulate sounds which are developed into actual speech. It is a long, slow process, but in many instances the results have more than justified the effort involved. As the deaf-blind child approaches adulthood, it is advisable that he be taught additional means of communication to be used in situations where it might be socially unacceptable or impractical for him to place his fingers on the lips of the speaker.

As a result of growing interest in and concern for deaf-blind children, vital program expansion has occurred in the United States during the last five years. We have at present seven schools with departments specializing in their education. These are: Perkins School for the Blind (Massachusetts), New York Institute for the Education of the Blind, Washington State School for the Blind, Michigan School for the Blind, Iowa School for the Deaf, Alabama Institute for Deaf and Blind, and the California School for the Blind. It is hoped that one or two additional schools will organize departments in the near future.

The major stumbling block in the development of educational programs has been the shortage of qualified teachers, since one teacher is required for every two to three children. In order to provide staff for its Deaf-Blind Division, in 1952 the Iowa School for the Deaf organized an in-service training class in cooperation with Iowa State University. In September, 1956, a training course for graduate students was established at the Perkins School for the Blind in cooperation with Boston University. We have every reason to hope that in the future teachers may be drawn from this course to strengthen programs all over the country.

As of March 1, 1957, there were 252 deaf-blind children known to the American Foundation for the Blind. Of these, 68 were enrolled in departments for the deaf-blind during the academic year 1956-57, while 13 were enrolled in other educational programs. Sixty-one were reported to be in institutions for the mentally retarded, and 110 were living at home receiving no instruction. Of this latter group, we estimate that only 15 or 20 children will be ready to enter school next September. From the information now available on approximately 40 per cent of the children at home, it is impossible to determine how many will reach a level of social maturity which will enable them to progress in a formal educational setting.

Investigation into the effects upon the deaf-blind child of emotional disturbance, brain damage, and additional physical disabilities, is urgently needed. Each of these problems must be considered with skill and understanding, and plans made accordingly on an individual basis.

Although many solutions have yet to be reached, the picture of education on a nationwide basis is more encouraging than it was only a few years ago. We must still locate deaf-blind children at an early age, offer guidance to parents, and interpret the problem to interrelated disciplines so that research may be undertaken and adequate resources developed. We must locate candidates for teacher-training so that our schools may be sufficiently staffed to give every child an opportunity.

We are confident tonight that more and more deaf-blind children will develop in mind and body until, as men and women, they can join us in considering the relative merits of the two-hand manual alphabet, the one-hand manual alphabet, or some hoped-for universal means of communication.

COMMUNICATING ELECTRONICALLY WITH THE BRAILLE TELEPHONE

Dr. W. L. van der Poel, Chief Engineer, Research Bureau

Netherlands Telephone and Telegraph Services Laboratories

The Hague, Holland

When Dr. Gerrit van der Mey came in contact with the Electronic Computer Group of the Central Laboratory of the Dutch Postal and Telecommunications Services, we realized that we could offer to such an able mathematician as he is, a very suitable job as programmer. The problems he has to do can be formulated in a very abstract way in the concise language of algebra. However, for the communication between him, working at home, and us, we needed a telephone. He had already available an electrical machine for direct communication in which the speaker had to operate a normal typewriter keyboard and the deaf-blind listener could feel six feeling pins in the Braille code, actuated by electromagnets. Why could not these electrical currents be sent over a telephone line! The credit for developing the first machine for communication over the telephone must go to Dr. Hendrik Mol of our Laboratory. This machine operated rather satisfactorily for several years. During our more and more frequent contacts, it became necessary to develop better machines, and I should like to mention two of them:

(1) A purely mechanical machine for direct communication—keyboard operated by the speaker, feeling pins for the listener, with a mechanical code translator for typewriter keyboard to Braille code. This is a very small machine which can be used anywhere, and weighing about one pound.

(2) A new instrument for telephonic conversation—also keyboard operated and with feeling pins. The code is transmitted on the line in the form of a high pitched tone modulated with time patterns which are characteristic for the Braille letters. He can speak back normally. The instrument is about 20″ x 10″ x 10″, transmitter as well as receiver. It must be stressed, of course, that both sides of such a connection must be in the possession of this machine, so it can only work from one specific point to another.

With both machines, speeds can be attained of 100 words per minute—a practical limit of the speed of typing. I can say that this machine has been of immense value for the mutual contact; and I do not exaggerate a bit when I say that, only through this machine, Van der Mey can exercise his profession in a manner which no seeing or hearing man could do better.

THE LORM ALPHABET

**Gerrit van de Mey, Ph.D., Member, W.C.W.B. Committee on Services for the Deaf-Blind; Programmer for Electrical Computers
Netherlands Telephone and Telegraph Services Laboratories
The Hague, Holland

LADIES AND GENTLEMEN:

I would like to tell you something about the Lorm Alphabet.

The Austrian, Hieronymus Lorm, was born in the year 1821. In his youth he had normal vision and hearing, and he studied music until he became deaf as a 16-year-old boy. Then he switched over to the study of literature. In the year 1856 he married. He had two sons and a daughter, with whom he lived in his old age.

After losing his vision in 1881 at the age of 60, his daughter invented a manual alphabet in order to enable him to overcome the communication problems resulting from his double handicap.

After his death in 1902, his alphabet spread over the whole of Austria and Germany and got the name of "Lorm Alphabet." Today it is known well in Holland, too. In the run of nearly 60 years, the "lormers" have still perfected their alphabet a little.

A person who is speaking to a deaf-blind person by means of the Lorm code is, so to say, operating on the hand of the deaf-blind person—for instance, his (or her) right hand, which the speaker touches at several different points with different kinds of movements. For example, the five vowels, A, E, I, O, and U are indicated by hitting the tops of the five fingers respectively; the consonant B consists of a stripe along the index, top to root; and R is indicated by drumming on the mid of the hand.

Thus, you see that Lorm's alphabet is based on two different elements for indicating letters —namely, fixing separate letter locations on the reader's hand, and varying the kind of touch to his hand. Of course, for enabling conversation it would be sufficient to fix separate locations on reader's hand for all of the 26 letters while using only one kind of touch; and, indeed, some codes are based on this simple principle—for example, a code in use in Switzerland. Such codes can easily be used in combination with an alphabet glove. They have, however, a great disadvantage in common; for, if you fix 26 separate letter locations on the reader's hand, these letter locations will be so close together as to make it difficult for the deaf-blind person to interpret the letters correctly. Consequently, there will be spoiled more concentration energy at the reader's side than is strictly necessary for enabling a conversation. Fortunately, this difficulty can easily be eliminated by introducing some different kinds of touch into a manual alphabet, as Lorm's daughter did more than 70 years ago.

I learned the Lorm Alphabet about ten years ago, and my wife and I have intensively practiced it since we got acquainted about six years ago. However, we operate in a slightly different way. The majority of the lormers seem to prefer the inner side of the reader's hand as operation plane and, indeed, that part of the hand is more sensitive than the back. Yet, we prefer the back of the hand, accepting the drawback of lesser sensitivity because of the following two reasons:

First, the back of your hand will, as a rule, be the more hygienic one because of lower temperature and less intensive use; and, secondly, when laying your arm on a table during a conversation or walking with a person who wants to speak to you, the most natural position of your arm will be the one with the

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back of the hand upwards so that it can easily be reached by the speaker.

The main difference between the one-hand alphabet familiar to you and the Lorm Alphabet is that, in the case of the one-hand alphabet, the speaker is expressing the letters by his own hand with the deaf-blind person observing him; while, in the case of the Lorm Alphabet, the speaker is operating the deaf-blind listener's hand like an instrument with the listener realizing where and how his hand is touched.

I have enjoyed being with all of you who have been so active in the interest of deaf-blind people in America and hope that over the next few days I will get to know some of you. I will be glad to join the other members of the panel in answering questions later.

THE ONE-HAND MANUAL ALPHABET

**Robert J. Smithdas, M.A., Counselor, Community Relations Department
Industrial Home for the Blind, Brooklyn, New York

It is encouraging to know that so many different methods of communication exist for our deaf-blind people. The American Foundation for the Blind has compiled a manual, briefly describing many of these methods in current use; and I believe that each one has its own special merits. However, we have not yet discovered a system of communication which might be termed a perfect medium for the deaf-blind.

Of all the methods now being used in this country, the one-hand manual alphabet for the deaf seems to be the most outstanding. This is the same system of spelling out words with the fingers of one hand by which Anne Sullivan Macy brought the reality of the world to Helen Keller, and which Miss Keller still uses with remarkable facility. It has many excellent qualities to recommend it; but, like other methods, it also has definite drawbacks.

It requires a certain amount of dexterity to use the manual alphabet efficiently. I have known persons to master it in fifteen or twenty minutes; others have taken much longer. At the Industrial Home for the Blind in Brooklyn, a large number of our staff members use it fluently; and many of the volunteers at our recreation center have also learned to use it. Learning has been facilitated by the use of manual alphabet cards which simplify the various positions of the hand, developed by our special services for the deaf-blind at the Industrial Home for the Blind.

It requires patience and practice to learn to use the manual alphabet readily, and to acquire speed in using it. However, this method has definite advantages. The letters are distinctively formed; it can be used rapidly in almost any given position; and only one hand is required to receive or send it. And it is an admirable medium for telling deep, dark secrets, or exchanging confidences!

This method has no guarantee against poor spelling. I once knew an Italian, Angelo, whose manual seemed to have a decided Italian accent. He used it vigorously, making wild guesses at the correct spelling of English words, and I often found it necessary to use intuition to understand him.

The manual alphabet is composed of 26 finger and hand positions, each one quite distinct from the others. There appear to be two methods of using it: the overhand method, in which the reader places his hand over the hand of the sender; and a method of spelling directly into the hand of the reader. The overhand method seems preferable, since it permits greater freedom of movement on the part of the sender, allowing him to reach his maximum speed.

I know that most of you have heard of lip-reading, or the oral method of communication, in which the deaf-blind person places his hand on the face of the speaker and reads ordinary speech through vibration. Though some persons are able to attain notable facility in using this method, it requires years of practice to

**Deaf-blind

become proficient. I think that this method is excellent for teaching speech to deaf-blind children; and it can often be used where no other form of communication avails. For my part, I've always found lip-reading difficult with persons who have strong accents—I never could read the lips of my Chinese laundryman, who spoke in high-pitched Pidgin English!

It is quite possible that we may yet discover a means of communication for the deaf-blind which will be more suitable than any method now being used. Until that happy day arrives, I hope that many will learn to use the manual alphabet—or some other method—to bring friendship and happiness to our deaf-blind friends.

CONSTITUTION AND BY-LAWS
CODE OF ETHICS

CONSTITUTION AND BY-LAWS
OF
AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

Adopted July 8, 1947, at Baltimore, Maryland
Amended July 22, 1949, at Boston, Massachusetts
Amended July 14, 1950, at Salt Lake City, Utah
Amended July 17, 1953, at Washington, D. C.
Amended July 13, 1956, at Los Angeles, California
Amended July 11, 1957, at Chicago, Illinois

CONSTITUTION

ARTICLE I

Name

This Association shall be known as the American Association of Workers for the Blind, Incorporated.

ARTICLE II

Purpose

The purpose of this Association shall be to render all possible assistance to the promotion of all phases of work for, and in the interests of, the blind and to the prevention of blindness throughout the whole of the Americas, the Territory of Hawaii, and the insular possessions of the United States.

ARTICLE III

Membership

Section 1. All persons in the Americas, in the Territory of Hawaii and in the insular possessions of the United States interested in the welfare of the blind or in the prevention of blindness shall be eligible to membership in this Association. Every applicant for membership shall be approved by two members of the Association in good standing.

Section 2. The membership of the Association shall be classified into the following groups:

a. Executive heads of agencies doing city-wide, county and local work for the blind, executive heads of workshops and industrial homes for the blind, and executive heads of homes for the blind.

b. Rehabilitation specialists, placement agents and field officers for the blind, except those engaged in business enterprise or stand programs.

c. Home teachers and social workers other than home teachers engaged in work with the blind.

d. Lay and non-professional group. (This group shall be composed of persons employed in work for the blind or prevention of blindness on a non-professional level, and any other persons interested though not employed in work for the

blind or prevention of blindness.)

e. Executive heads of any Commission or Association doing statewide work for the blind.

f. Executive heads of national agencies for the blind and professional staff members.

g. Executive heads of residential and day-school classes for the blind, and teachers in residential and public-school classes.

h. Librarians for the blind, administrative heads of publishing houses for the blind and all others engaged or interested in publishing for the blind in any process.

i. Business enterprise and stand specialists.

Section 3. Additional groups may be ormed from time to time by action of the Board of Directors; provided that a minimum of fifty (50) members in good standing will be required of all new groups so formed; and provided further that such action of the Board is approved by a two-thirds (2/3) vote of the membership present and in good standing at the next business meeting of the Association.

Section 4. Persons may be elected to honorary membership in the manner provided in the By-Laws.

Section 5. Any member may be declared to be not in good standing by a two-thirds vote of the members of the Association present and voting at any meeting, annual, or special, or by a two-thirds vote of the Board of Directors, for cause, of which evidence has been presented, which the Association or Board of Directors deem to be sufficient; and such members may be reprimanded, deprived of privileges of membership, suspended, or permanently dismissed, as may be determined by a two-thirds vote of those present and voting.

ARTICLE IV

Officers

Section 1. The officers of the Association shall consist of a President, a First Vice-President, a Second Vice-President, a Third Vice-President, and a Treasurer, all of whom shall be elected for a term of two years by the members of the Association in good standing. Voting shall be by means of a standing vote and the members shall remain standing until counted. In the event of a contest for the election of any officer, voting shall be by secret ballot, in any manner prescribed by the Board of Directors. The election shall take place not later than four o'clock in the afternoon on the next to the last day of the meetings in odd-numbered years, and said officers shall assume their duties at the conclusion of business on the last day of the meeting at which they are elected. A President shall not be eligible to succeed himself.

Section 2. The First Vice-President shall automatically succeed to the Presidency two years after his election; and shall exercise the duties of the office of the President in the event the office of the President becomes vacant; or in the judgment of the Board of Directors, the President is found to be incapacitated; provided further that such action of the Board may be set aside by a two-thirds (2/3) majority vote of the membership present and in good standing at the next business meeting of the Association.

ARTICLE V

Board of Directors

Section 1. There shall be vested in a Board of Directors the authority to govern the Association by directing its policies and operations in all matters relating to the purpose for which it has been formed.

Section 2. The Board of Directors shall appoint an Executive Director who shall serve at the will of the Board. The Board of Directors shall prescribe his duties and the conditions of his employment.

Section 3. The Board of Directors shall be composed of the elected officers of the Association, the immediately surviving Past President of the Association and one member from each of the established groups who shall serve for four years. Each group shall elect its own Director at the meeting at which the term of its Director expires. The terms of all Directors shall begin at the conclusion of business on the last day of the meeting at which they are elected.

Section 4. All established groups shall elect their Chairman and Secretary at each meeting in odd-numbered years, who shall serve until their successors are elected and qualify on the last day of the meeting, as is provided in Article IV.

Section 5. In the event of contests for elections, voting for Board Members and Group officers shall be by secret ballot should the members of the group so desire. A Board member elected by a group shall not be eligible to succeed himself.

BY-LAWS

Membership

Section 1 (a). Any eligible person living in the Americas, in the Territory of Hawaii or in the insular possessions of the United States may make application for membership in the Association to the Executive Director. Every applicant for membership shall be approved by two members of the Association in good standing. Annual dues shall be paid before the applicant can qualify as a member. Upon receipt of satisfactory information as to his major activity, each member shall be enrolled in the group in which he is entitled to membership by virtue of his position, occupation or interest. This procedure when completed will constitute membership in good standing. Any person may be elected an honorary member by the Association or Board of Directors, and have all the privileges of regular membership except that of voting. (b) Any eligible agency engaged in work for the blind or related fields, shall upon approval of the Board of Directors and upon payment of a sum fixed by the Board of Directors of the Association, hold a Sustaining Membership in the organization which will entitle it to all the privileges of regular membership except that of voting.

Dues

Section 2. (a) The annual membership dues of five dollars ($5) or such other amount recommended by the Board and approved by the membership shall be due and payable on the first day of the calendar year. Each member in good standing shall be entitled to register without fee at conventions and to receive without charge all official publications of the Association. (b) Upon payment at any time of the sum of $100 cash, in full, or in minimum installments of $25 each, paid at no longer than twelve month intervals, any person otherwise eligible for membership may be enrolled as a Life Member, with all membership privileges and without further payment of annual dues. In the event of any lapse in the payment of installments, all installments paid shall be applied as advance payments of annual dues for as many years as the payments made can be so applied, beginning with the membership year in which the first installment was received. No refund of installment payments shall be made.

Officers

Section 3. Except as otherwise provided in these By-Laws, the duties of the officers shall be such as those prescribed in "Roberts Rules of Order, Revised."

The Board of Directors

Section 4. At each meeting in odd-numbered years, the Board of Directors shall nominate from the membership the following officers: First Vice-President, Second Vice-President, Third Vice-President, and Treasurer. Other nominations may be made from the floor. The President shall act as Chairman of the Board of Directors. Power shall be vested in the Board of Directors, in the interim between meetings, to take whatever action it may deem necessary for the government and direction of the Association. The Directors may fill vacancies on the Board for any unexpired term, by electing as a Director a member from that group represented on the Board by the Director whose place has become vacant.

Committees

Section 5. The Executive Committee shall consist of the Officers of the Association, and shall have charge of all matters delegated to it by the Board of Directors. An Auditing Committee of three members, none of whom shall be a member of the Board of Directors, shall be appointed by the President on the opening day of each annual meeting to audit the accounts of the Treasurer and to report to

the Association before the close of the meeting. All other Committees shall be appointed by the President and members shall serve at the pleasure of the President unless otherwise ordered by the Association or by the Board of Directors; such committees as may be appointed shall be empowered to sit with members of similar committees of the American Association of Instructors of the Blind, as members of such Joint Committees representing the American Association of Workers for the Blind and the American Association of Instructors of the Blind as may be constituted through parallel approval of the American Association of Instructors of the Blind.

Elections

Section 6. On the second day of each meeting in odd-numbered years the members of each group there present and entitled to do so shall elect one of their own number to represent the group on the Board of Directors, and shall certify the results of the election to the Executive Director in writing. Except where elsewhere provided, the method of voting shall be as provided in "Roberts Rules of Order, Revised." The Executive Director shall furnish to each group a list of members in good standing entitled to vote therein. No member shall be permitted to vote in more than one group.

Disbursements

Section 7. All income of the Association shall be received and receipted for by the Executive Director. He shall, no later than the fifteenth day of each month, pay over to the Treasurer all income received by him during the previous month, taking the Treasurer's receipt therefor. The Treasurer shall keep the funds of the Association in some convenient bank approved by the President. All funds shall be paid out on voucher checks in the form to be prescribed by the Board of Directors, signed by the Treasurer and countersigned by the President or the Vice-President. The fiscal year shall be from July first through June thirtieth.

Parliamentary Authority

Section 8. This Association, except as otherwise provided in its Constitution and By-Laws, shall be governed in all its meetings by parliamentary law as contained in "Roberts Rules of Order, Revised."

Quorum

Section 9. At any annual or special meeting of the Association 150 of the members present and in good standing shall constitute a quorum. At any meeting of the Board of Directors, a majority of the Directors shall constitute a quorum.

Amendments

Section 10. These By-Laws may be amended at any annual meeting by a two-thirds affirmative vote of those voting; provided, however, that the proposed amendment has been previously approved of by the Board of Directors, or proposed in writing and signed by twenty-five members in good standing, and provided also that the same information has been mailed by the Executive Director to each member at least thirty days before the vote is taken.

CODE OF ETHICS
OF THE
AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

Adopted, July 14, 1953, at Washington, D. C.
Amended, July 16, 1954, at Houston, Texas
Amended June 24, 1955, at Quebec, Quebec
Amended, July 13, 1956, at Los Angeles, California

The operations of all agencies for the blind entail a high degree of responsibility because of the element of public Trusteeship and protection of the blind involved in services to the blind. We therefore adopt the following basic principles, and ask all agencies relying upon public support for their programs of service to the blind to adopt these principles. Upon application, annually, the A.A.W.B. will issue its SEAL OF GOOD PRACTICE to all those agencies for the blind which agree to accept and to adhere to these provisions.

1. Board. An active and responsible governing body, with legal authority, serving without compensation, holding regular meetings, and with effective administrative control.
   - *(a) No more than one paid staff member should serve as member of the governing body.
   - *(b) Four meetings a year of Board and/or Executive Committee should be considered a minimum.
   - *(c) Vacancies on the Board of a private agency should be filled by election, not by appointment, except perhaps on a temporary basis.
2. Purpose. A legitimate purpose and with no avoidable duplication of the work of other sound organizations.
3. Program. Reasonable efficiency in program management, and reasonable adequacy of resources, both material and personnel.
   - *(a) Service reports should reflect volume of service in each area where service is claimed. They should be available to the public and should contain a statement of receipts and expenditures or an indication of where such information might be obtained.
4. Cooperation. Evidence of consultation and cooperation with established agencies in the same or related fields.
5. Ethical promotion.
   - (a) Ethical methods of publicity, promotion, and solicitation of funds.
   - (b) No portrayal of the blind as helpless.
   - (c) No use of any living blind person's name or picture without prior permission of individual concerned.
   - (d) No granting of the right to commercial manufacturers or vendors to couple their support of programs for the blind with their sales promotion.
   - (e) No representation of products as made by the blind unless the agency employs blind persons to an extent constituting not less than 75 per cent of the total personnel engaged in the direct labor of production of manufactured blind-made products. Temporary exceptions may be recognized in the case of experimentation with new products and/or processes.

     Direct labor production means all work required for preparation, processing and packing, but not including supervision, administration, inspection and shipping.

     Definition of blindness: The term "blind individual" means an individual whose central visual acuity does not exceed 20/200 in the better eye with correcting lenses, or whose

*Adopted, 1954, at Houston, Texas.

visual acuity is greater than 20/200 but is accompanied by a limitation in the fields of vision such that the widest diameter of the visual field subtends an angle no greater than 20 degrees.

*(f) Publishers of Braille periodicals should check their subscription lists at least once a year to ascertain whether or not their publications are still desired.

6. Fund-Raising Practice. In fund-raising:

(a) No payment of commissions for fund-raising.

(b) No mailing of unordered tickets or merchandise with a request for money in return. Exceptions may be recognized in the case of agencies which use and have used seals as a traditional part of their fund-raising techniques.

(c) No general telephone solicitation of the public.

(d) No entertainment by or in the name of an agency for the blind unless the complete net income from the sale of tickets is paid to the agency and unless the entertainment is in all other respects promoted in accordance with the principles set forth in the over-all statement of principles.

(e) No solicitation of funds in areas in which the agency soliciting renders no substantial service to the blind of that area.

**(f) No use of cannisters, coin boxes, collection boxes and such on the public streets and in public places; no "postman's walks" and similar fund-raising schemes.

***(g) No approval to agencies which accept funds from other groups which employ any of the above-mentioned methods of solicitation, which violate the Code of Ethics.

*(h) Twenty-five per cent of funds raised would seem sufficient for cost of fund-raising, although as much as 40 per cent might be justified in some cases. (Cost of office space may be excluded when computing percentage but bequests and income from investments should be excluded when computing total of moneys raised).

*(i) All moneys raised must be spent for the purpose for which they are solicited. If a justifiable shift is to be made, then the donors should be notified.

7. Audit. Annual audit of books by a State, Federal, or independent certified account ant showing all income and disbursements in reasonable detail.

8. Budget. Detailed annual budget, translating program plans into financial terms.

9. Activities. Annual report of work of the agency, in reasonable detail, including a brief, informative statement of principal sources of income and types of expenditures, or an assurance in writing that an audited financial statement may be secured from an accountant (whose name and address shall be furnished).

10. Information. Agreement to furnish the A.A.W.B. such information as will serve to establish the right of the agency to the SEAL OF GOOD PRACTICE of the A.A.W.B. This to include a financial statement certified by the financial officer of the agency, in such reasonable detail as may be requested; information with respect to the budget of the agency; activities report and forecast of future programs and fund-raising projects. It is agreed that all such information shall remain confidential to the Certifying Committee of the A.A.W.B.

11. Appeal. In the event of disapproval of any application for the SEAL OF GOOD PRACTICE any agency so disapproved shall have the right of appeal to the Board of Directors of the A.A.W.B. for a review and final decision.

*Adopted, 1954, at Houston, Texas.
**Adopted, 1955, at Quebec, Quebec.
***Adopted, 1956, at Los Angeles, California.

REGISTRATION STATISTICS—1957 CONVENTION

	Members	*Visitors*	*Total*
Alabama	6	1	7
Arizona	1	1	2
Arkansas	8	4	12
California	9	3	12
Colorado	5	1	6
Connecticut	4	3	7
Delaware	4	....	4
Dist. of Columbia	14	2	16
Florida	8	1	9
Georgia	5	2	7
Idaho	....	....	....
Illinois	81	63	144
Indiana	9	6	15
Iowa	2	1	3
Kansas	3	....	3
Kentucky	10	....	10
Louisiana	3	2	5
Maine	....	....	....
Maryland	1	1	2
Massachusetts	6	5	11
Michigan	10	8	18
Minnesota	3	....	3
Mississippi	....	....	....
Missouri	16	3	19
Montana	....	....	....
Nebraska	4	....	4
Nevada	....	....	....
New Hampshire	2	1	3
New Jersey	4	....	4
New Mexico	1	1	2
New York	48	19	67
North Carolina	34	5	39
North Dakota	1	1	2
Ohio	17	4	21
Oklahoma	....	1	1
Oregon	1	....	1
Pennsylvania	43	9	52
Rhode Island	2	....	2
South Carolina	2	1	3
South Dakota	1	....	1
Tennessee	3	....	3
Texas	12	4	16
Utah	3	2	5
Vermont	1	....	1
Virginia	14	1	15
Washington	3	....	3
West Virginia	1	....	1
Wisconsin	3	2	5
Wyoming	2	....	2
Canada	20	13	33
Mexico	2	....	2
Holland	....	4	4
England	....	3	3
Totals	417	191	608

MEMBERSHIP—1957

	Renewals	*New*	*Total*
Alabama	8	6	14
Arizona	2	....	2
Arkansas	16	4	20
California	44	5	49(2)
Colorado	8	3	11(1)
Connecticut	14	3	17
Delaware	18	3	21(1)
Dist. of Columbia	31	39	70(1)†
Florida	24	7	31
Georgia	8	9	17
Idaho	....	....	....
Illinois	41	31	72
Indiana	11	6	17¶
Iowa	2	....	2
Kansas	8	1	9
Kentucky	10	4	14
Louisiana	10	1	11
Maine	2	....	2
Maryland	14	....	14(1)
Massachusetts	21	4	25(1)
Michigan	14	7	21
Minnesota	15	2	17
Mississippi	1	4	5
Missouri	29	6	35(2)
Montana	1	1	2
Nebraska	5	3	8
Nevada	....	....	....
New Hampshire	4	1	5
New Jersey	14	6	20
New Mexico	6	1	7
New York	96	30	126(5)¶
North Carolina	55	10	65(1)
North Dakota	1	....	1
Ohio	28	6	34
Oklahoma	2	....	2
Oregon	5	2	7
Pennsylvania	252	29	281(3)¶
Rhode Island	7	3	10
South Carolina	2	6	8
South Dakota	1	1	2
Tennessee	38	37	75(1)¶
Texas	30	5	35(1)
Utah	7	....	7
Vermont	3	....	3
Virginia	21	1	22(1)
Washington	5	....	5
West Virginia	6	1	7
Wisconsin	9	1	10
Wyoming	3	....	3
Canada	89	11	100(3)†
Hawaii	3	1	4
Cuba	2	....	2
Mexico	....	4	4
Brazil	1	....	1
Totals	1,049	303	1,352

Numbers in parentheses represents number of Life Members.
†Includes 1 Honorary Life Member
¶Includes 1 Deceased

GROUP MEMBERSHIP

Group A	149
Group B	178
Group C	274
Group D	425
Group E	60
Group F	92
Group G	66
Group H	71
Group I	38
Total	1,352

(As of July 11, 1957)

MEMBERSHIP ROSTER

Key to Classification

a. Executive heads of agencies doing city-wide, county and local work for the blind, executive heads of workshops and industrial homes for the blind, and executive heads of homes for the blind.

b. Rehabilitation specialists, placement agents and field officers for the blind, except business enterprise specialists.

c. Home teachers and social workers other than home teachers engaged in work with the blind.

d. Lay and non-professional group. (This group shall be composed of persons employed in work for the blind or prevention of blindness on a non-professional level, and any other persons interested though not employed in work for the blind or prevention of blindness).

e. Executive heads of any commission or association doing statewide work for the blind.

f. Executive heads of national agencies for the blind and professional staff members.

g. Executive heads of residential and day-school classes for the blind, and teachers in residential and public school classes for the blind.

h. Librarians for the blind, administrative heads of publishing houses for the blind, and all others engaged or interested in publishing for the blind in any process.

i. Business enterprise specialists for the blind.

Explanation of Symbols

¶Deceased.

*Visually handicapped.

‡Present and registered at Chicago, Illinois.

†Honorary Life Member.

§Life Member.

£Installment Life Member.

*ABEL, Georgie Lee (f)
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† For group components, See "Constitution," page 230.

A.A.W.B. DELEGATES TO GENERAL ASSEMBLY OF WORLD COUNCIL FOR THE WELFARE OF THE BLIND

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PROCEEDINGS

OF THE

THIRTY-SECOND CONVENTION

OF THE

American Association of Workers for the Blind, Inc.

BL 5748

Sheraton Hotel

Philadelphia, Pennsylvania

July 27-August 1, 1958

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1957-1959

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Joseph F. Clunk Hulen C. Walker

*For group components see "Constitution," page 239.
[1]Hulen C. Walker resigned as President to become Executive Director, effective June 1, 1958, automatically promoting H. A. Wood to the presidency.
[2]Deceased May 16, 1958.
[3]Resigned because of transfer to another group.

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[1]Deceased May 16, 1958.

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MINUTES OF GENERAL SESSIONS AND BUSINESS MEETINGS

OPENING SESSION

The 32nd Convention of the American Association of Workers for the Blind was called to order on Sunday evening, July 27, 1958, at the Sheraton Hotel, Philadelphia, Pennsylvania, with Mr. Joseph F. Clunk, Managing Director of the Philadelphia Association for the Blind, acting as Temporary Chairman. Msgr. Thomas J. Rilley, President of the American Federation of Catholic Workers for the Blind, offered the Invocation, followed by addresses of Welcome by The Honorable Samuel Rose, Majority Floor Leader, Philadelphia City Council (see page 3), and The Honorable Harry Shapiro, Secretary of Public Welfare for the Commonwealth of Pennsylvania (see page 4). Mr. Jake Jacobson, Second Vice-President of the AAWB, responded to the Addresses of Welcome in the name of the Association (see page 5).

An inspiring Presidential Address by H. A. Wood, AAWB President, and Executive Secretary, North Carolina Commission for the Blind, Raleigh, covered in detail the activities of the Association since the last Convention, and outlined a stimulating philosophy and procedure for future growth of the AAWB (see page 6). Following the reading of a number of messages and telegrams of congratulations and best wishes for a successful convention, the meeting closed with the presentation to the membership of the Officers, new Executive Director, and Board of Directors.

GENERAL SESSIONS

The three General Sessions of the Convention centered on the generalized theme of "Public Relations—Public Education—Attitude of the Public Toward Blindness." The session on Monday morning, July 28th, discussed the subject of "Public Education—Public Relations," (see pages 10-25); the session on Tuesday evening, July 29th, was a forum on "Education for the Community on Rehabilitation Services for the Deaf-Blind Person," (see pages 26-40); the Wednesday morning session, July 30th, discussed "Attitudes and Services as Reflected in Statutory Actions Affecting the Blind," (see pages 41-51).

BUSINESS SESSIONS

Three Business Sessions were held respectively on Thursday morning and afternoon, July 31st, and Friday morning, August 1st.

Third Vice-President Marjorie S. Hooper chaired the Thursday morning meeting, which opened with reports by Dr. M. Robert Barnett,

Executive Director, American Foundation for the Blind (see page 80), and Mr. Donald W. Overbeay, President, American Association of Instructors of the Blind (see page 83). Formal reports from the Ethical Standards Review Committee (see page 65), Ethics Committee (see page 53), Joint Uniform Braille Committee(see page 56), Board of Certification of Home Teachers of the Blind (see page 55), Policy Committee (see page 79), and World Council for the Welfare of the Blind (see page 85), all of which reports were duly received and adopted. Additionally, Mr. E. B. Whitten, Executive Director, National Rehabilitation Association, gave a brief report on the present status of Federal rehabilitation legislation and appropriations (see page 85).

The Thursday afternoon session was chaired by Second Vice-President Jake Jacobson, and consisted of reports from the Recreation (see page 116), Vending Stand Operators (see page 116), Music (see page 114,) Membership (see page 61), and Necrology (see page 75). Committees, plus summary reports of the nine Convention Group Meetings (see pages 118-124). All reports were formally received and adopted.

President H. A. Wood chaired the Friday morning final Business Session, at which time reports were presented from the Board of Directors (see page 52), Legislative Committee (see page 59), Resolutions Committee (see page 76), and Auditing Committee (see page 62). All reporth were formally adopted as presented. Two new members on the Ethics Committee were unanimously elected as presented in the Report of the Board of Directors, as follows: Mr. Arthur V. Weir, for a full term of five years, to succeed Dr. Francis J. Cummings whose term of office had automatically expired; and Mr. Harry E. Simmons, for a period of one year, to succeed Mr. H. A. Wood, who had resigned because of his promotion to the presidency.

Invitations for the 1960 Convention were presented by representatives from Atlanta, Miami Beach, New York City, and Boston. After considerable discussion, a vote was taken on each of the cities, in the order in which the invitations were received. Atlanta received 42 votes, Miami Beach 93 votes, New York City 38 votes, and Boston 6 votes. On the basis of the overwhelming vote cast for Miami Beach, it was therefore decided to make the vote unanimous.

Respectfully submitted,

Hulen C. Walker,
Executive Director

PAPERS PRESENTED AT OPENING SESSION

ADDRESS OF WELCOME

Samuel Rose, Majority Floor Leader

Philadelphia City Council, Philadelphia, Pennsylvania

I am pleased to greet this large delegation of delegates to the 32nd Annual Convention of the American Association of Workers for the Blind. I have been informed that there will be more delegates and representatives at this Convention than at any previous convention, and I am happy that Philadelphia is the host city for such a large turnout.

It is fitting that Philadelphia is the place for this year's assembly since this is a city with a heart, and it is a city which has been in the forefront of the battle to aid the blind and those otherwise afflicted. In this great city we have the Overbrook School for the Blind, which has done such a wonderful job in teaching youngsters whose sight is gone. Here, too, in my own district, we have the Pennsylvania Working Home for the Blind, which is doing such a tremendous amount of work in training men and women so that they may lead useful, normal lives and be self-supporting. I am familiar with the work of this great institution, and I hope that many of you may have an opportunity to observe the operations of this great aid to the sightless.

I have been looking over your program and I see that it is a full and complete one. There will be much of a constructive nature in your agenda to enable you to be better prepared in the rehabilitation and service programs which you conduct and in which you are the leaders in your own communities. I am sure that it will be helpful and inspirational to each of you.

I believe that you will go back home after this week imbued with a sense of accomplishment and renewed with a sense of vigor and desire to do a better job in the field of service to which you have dedicated yourselves. While you are here I wish you would acquaint yourselves with the preventive program which our City Health Department is putting into effect, as well as the program for rehabilitation which receives sympathetic and helpful consideration from those in our government. Knowing, from my past experience in the State Legislature, how much it is necessary to get governmental aid to carry out the fine service work which you perform, I hope you will derive from your sessions information that will be helpful to you in presenting your requirements to interested governmental bodies.

On behalf of our Mayor, Richardson Dilworth, City Council President James H. J. Tate, our City Government and the people of Philadelphia, I bid you a hearty welcome to the "City of Brotherly Love." The hospitality of this great city is available to you. In addition to your business sessions, the great historic points of interest and the many interesting and fascinating places in this community will be yours to enjoy during your stay here. I know you will enjoy them and find your visit here will be fruitful and pleasant.

ADDRESS OF WELCOME

Harry Shapiro, Secretary of Public Welfare

Commonwealth of Pennsylvania

Mr. Chairman, let me start out by saying that I am very happy to be here. This phrase is usually a "must" for a speaker at conventions if he wants to make a good start. Therefore, it has become a matter of form, but this is a convention of people who are not interested in developing something for an industry or promoting personal ambition, political or otherwise.

You are gathered here primarily to see what you can do for others and those others are people who are in great need of intelligent and constructive help — understanding and help which must come from our communities and our governments, local, state and national. That is why I, as an official of the state, am happy to be here and I intend the phrase to be meaningful.

Representing the Governor and on his behalf, I extend a warm welcome to all of you.

As Secretary of the Department of Public Welfare, I welcome you and express my appreciation of your unselfish devotion to a difficult and exacting problem. I am not one who deals in platitudes. I don't give them and don't expect to receive them; I assume you know that I don't often get them.

I say you are a most devoted and necessary group of people in any program for the blind. This is not said to be nice. The truth of the statement will become apparent when I tell you something about the responsibilities of the Department of Public Welfare. The Department operates 17 hospitals for the mentally ill, 6 hospitals for the mentally retarded and 10 medical and surgical hospitals. It supervises and licenses some 1200 non-profit hospitals, nursing homes, county homes, foster homes and county institution district homes.

It carries on a program of child care in cooperation with 55 counties in the state. It provides direct relief and public assistance to families and aid to dependent and neglected children involving a total of some 300,000 people. It has been charged by special legislation with the responsibility to:

> "Formulate a general policy and program for the prevention of blindness and for the improvement of the condition of the blind in this Commonwealth."

The department employs 20,000 people, cares for 50,000 patients in mental hospitals and schools for the retarded, and assists 8,000 to 10,000 blind persons. The expenditures for the 1957-59 biennium will be in the neighborhood of $42,000,000. We have responsibility for, and are in the midst of constructing, four new schools for mentally retarded, emotionally disturbed and delinquent children, involving the cost and expenditure of $26,800,000. We are engaged also in the program of replacing old and antiquated buildings at our mental hospitals, involving the expenditure of approximately $20,000,000.

This is a tremendous responsibility, and in order that no single one of these responsibilities gets submerged or neglected, you and all agencies providing services, or interested in the problems of the blind, are important and essential, and must be alert at all times. The Legislature for 1957-59 appropriated a little over $1,000,000 to the State Council for the Blind. This represents a cut in the budget request made by this department and points up one of our problems — creating legislative understanding of the needs in this area. In this educational process, you here tonight can play an important part.

In spite of the handicaps of a tight budget, this is what the Council for the Blind accomplished last year:

PRESCHOOL COUNSELLING — Last year, 293 families of pre-chool age, visually handicapped children were assisted in learning to help their children grow up as normally as possible in a sighted world.

HOME TEACHING — Lessons were given to 994 individuals to aid them in carrying out the tasks of daily living in a normal manner. This included instruction in personal care and grooming, indoor and outdoor travel, household tasks, etc.

VOCATIONAL REHABILITATION — In this program, blind and visually handicapped people are guided in choosing and preparing themselves for occupations which will provide them with a maximum of dignity, independence, happiness, and integration in the life of the community.

Last year, the VR programs had an active caseload of 1066; 238 were completely rehabilitated. Their average annual earned income before rehabilitation was $200.44. Following rehabilitation, the 172 individuals placed in competitive employment earned an average of $2,394.02 per year. Those placed in sheltered employment earned an average of $1,144 per year.

REMEDIAL EYE CARE — Last year, 7,118 people received medical eye care in this program. The eligibility was limited to recipients of public assistance and needy blind people. Prior to last year, when greater funds were available, these services were also offered to "medically indigent" persons. One can only hope that their needs were met by clinics and private agencies.

TALKING BOOK — The State Council acts as an agent for the Library of Congress and distributes the machines through agreements with county boards of assistance and private agencies.

BUSINESS ENTERPRISES PROGRAM — Currently the State Council supervises 78 refreshment stands in the Commonwealth, which provide employment to blind individuals having managerial skills, as well as perform a public service. All new stands use modern equipment which has interchangeable parts, making for increased economy and efficiency in the program. (A model of these stands is on display in the hotel.)

I visualize that the law fixes upon this department the responsibility to include in its program:

1. An active program of blindness prevention.
2. Leadership guidance and coordination of the efforts of all agencies which provide services for the blind.
3. Direct rehabilitative and related services to blind persons.

I hope that the recent merger of the two departments will enable us to carry out these responsibilities effectively, and to develop what to me is the most important of these roles, namely, Leadership — leadership to destroy the historical method of dealing with the problem of blindness on an emotional basis; leadership to advocate and to build up the concept of rehabilitation of the blind into full participation in our Society. The barriers that still remain to acceptance of this concept lie in the minds of both blind and seeing men. It is only through cooperation with such organizations as yours, and other agencies, that our objectives can be attained. To you, and all others interested in this challenging responsibility, we welcome your cooperation and offer you that of the Department to the fullest extent.

RESPONSE TO THE ADDRESSES OF WELCOME

Jake Jacobson, Second Vice-President

American Association of Workers for the Blind

Mr. Clunk, Mr. Rose, Mr. Shapiro, Ladies and Gentlemen:

It is indeed a pleasure and an honor for me to have this opportunity to represent my fellow-members of the American Association of Workers for the Blind, Inc., in accepting such a warm and heartfelt welcome on the part of our hosts and officials of the great city of

Philadelphia, and of the State of Pennsylvania. Philadelphia is steeped in the history of our great country and, as a Virginian, I am proud to say Virginians had an important part in the making of this history.

Although our Association is approximately one-half a century old, we, too, are still making history. On April 21, 1958, as the result of action taken in Chicago during the convention last July, your Board of Directors elected Mr. Hulen C. Walker as our first Executive Director, which is a full-time, paid position. In my opinion, this is a great step forward. As our country progressed, after the Declaration of Independence, to become the world's greatest power, I sincerely believe that the election and the employment of a full-time Executive Director, and the opening of our own office in Washington, will enable us to grow and become the leading organization of workers for the blind in the world. Therefore, it is very apropos that we, the American Association of Workers for the Blind, Inc., are meeting in this great city this year.

We know from experience that Philadelphia is a warm city, (and I am not speaking of the weather), and that the work for the blind has progressed beyond expectation in Philadelphia with the cooperation and assistance of its citizens, and I am sure that the cooperation and warmth extended to the agencies for the blind in this city will be extended to us during our five-day stay in Philadelphia. There is much we can gain by being here; there are many historical sites in which we are all interested, there are great colleges and universities and other places of cultural interest, as well as a number of workshops and other industries for the blind which we will visit this week. I know our hosts are ready and willing to serve our every whim and wish. It is indeed a pleasure for us to meet here, and I know the spirit of "brotherly love" which prevails in Philadelphia will be fused with our deliberations during the coming week.

Last year, Miss Hooper, in closing her response to the addresses of welcome, told you a story which I must grant was brief, but I know I have said enough, and all I will now say is that I hereby express the appreciation of the members of the American Association of Workers for the Blind, Inc., for your kind expressions of hospitality and welcome.

PRESIDENT'S ADDRESS

H. A. Wood, President

Executive Secretary, North Carolina Commission for the Blind

Raleigh, North Carolina

It is indeed a pleasure to bring you a short report on the Association, and the Board of Directors has suggested that I review very briefly the history of AAWB. I feel that I am up here one year too early, but this is something over which I had very little control. Your Board of Directors brought this about in carrying out the mandate given at the 1957 Convention. It seems to me that there are three kinds of people: (1) people who *cause* things to happen; (2) people to whom things happen; and (3) people who don't know what happened. I am not sure which of the last two classifications I belong in, but I am convinced that I do not belong in the first one.

Back in 1895, a few pioneers in work for the blind met in the State of Missouri and organized the first Association of workers for the adult blind in the United States. This group met over a period of years, made plans and developed programs and policies that helped to shape work for the blind in these early days. In 1905, the present name of the American Association of Workers for the Blind

was adopted; and in 1955, as you no doubt recall, the Association was incorporated under the laws of the District of Columbia. That was one fifty-year milestone. Perhaps some of you younger members here tonight will look back fifty years from now and measure the accomplishments of this day.

It has been interesting to study the PROCEEDINGS of our Association and to find that the general theme of all the conventions has been to improve services for blind people. The same problems that trouble us today confronted the delegates of those early days — for example, employment of blind persons. We have expanded employment opportunities and have attempted to meet the needs of the unemployable. We certainly are not satisfied with all programs today, but we can truthfully say that they have been improved through the cooperative efforts of all members of the Association working together.

Another subject of great interest to the Association was the Braille system. At the time the Association was organized, there were many different systems in use in the various schools within the United States. In the efforts that were made to develop a uniform system to be adopted throughout the country, our Association was instrumental in bringing leaders together to discuss this problem. And I might say we have been discussing it continuously since. We have had for several years a Joint Uniform Braille Committee working, not only to improve our own Braille code, but also to attempt to develop a uniform system for the entire English-speaking world. And they are making progress.

Early in our history, workers for the blind found that there was a great need for a clearinghouse of information. The Association was not in a position to develop this clearinghouse at that time under its own name, but a resolution was adopted by the members in 1921 that an agency be created to serve as a clearinghouse for all the field. Out of this resolution came the American Foundation for the Blind. If our Association had accomplished nothing else during its first quarter of a century, the creation of the American Foundation for the Blind would justify its existence. We all know what the Foundation has meant to the organized field of work for the blind; however, we may not fully appreciate how far-reaching our simple little resolution urging the creation of such an agency has been. The efforts of the Foundation have been manifold in creating service agencies throughout the country. Truly, we are proud of our "Brain Child," and may I here and now publicly thank and compliment the entire staff of the Foundation for a splendid job, well done.

Over the years, the Association has promoted many legislative provisions which now are on the Statute Books, and which many of us who administer programs just take for granted. We forget that somewhere, sometime, someone thought of these statutory provisions and worked many years to secure their enactment. Our Legislative Committee is to be commended for its untiring efforts on behalf of progressive legislation to assist blind citizens in attaining a more normal way of life.

Other committees have served in special categories, developing certain programs and then, when their jobs were done, they quietly left their efforts to the lasting benefit of their visually handicapped friends.

We think at times that our discussions are pointless, but if you will read the PROCEEDINGS of the Association, you will find that many programs have started in what seemed to be pointless discussions. I noted with interest that more than thirty years ago someone proposed a "Code of Ethics" for workers for the blind. I thought when called upon to serve on a committee to draft a Code a few years ago, that it was a new idea. I had not gone back through the PROCEEDINGS to see how many times someone had already had this "new idea" in the last thirty years.

As a comparative newcomer to the Association, I was surprised to learn that, when I first became active, we had less than 500 members. We hope this year to have more than 2,000 members.

In 1957, you, in convention assembled, gave the Board of Directors a mandate to establish and staff a national headquarters for the Association. With your assistance, we have established such a headquarters in Washington, D. C., and we have employed staff to administer the affairs of the Association.

I cannot pass up this opportunity to thank the Executive Committee, the Board of Directors, and members of standing committees as well as special committees. All have worked

faithfully during the past twelve months to make this our record year. The Legislative Committee has spent many hours evaluating and promoting useful legislation. Your Ethics Committee has reviewed numbers of applications for the Seal of Good Practice. Your Membership Committee has evidence of its untiring efforts in the number of new members enrolled this year. The sustaining members have been quick to come to any and all meetings to assist and to advise on future plans for the Association.

I also would like to thank you members who have traveled many miles to represent our Association at national, state and local meetings during the year. We have been officially represented at six national meetings, two state meetings, and numerous local conferences.

For the first time in the history of the Association, the Past Presidents met with the Board of Directors and rendered invaluable service, especially in assisting in the planning and initiating of a number of long-range programs.

Ladies and Gentlemen, that is the report that your Board of Directors asked me to make, and it has been given substantially as Hulen Walker wrote it. I think I did correct one or two misspelled words!

Now I want to give you a report from my heart — sincerely, simply, and humbly.

I want to talk to you about your AAWB. Most organizations are confined to the needs and histories of men. Like roads, they seem inconsequential without their travelers — you and me and future members of AAWB. Paraphrasing a statement of my friend, Jack Stickley, past president of Lions International, I ask you, "Quo Vadis?" You remember the origin of these words. Tradition has it that the Apostle Peter was fleeing from Rome because of the violent persecution of the Christians; and that he met his Lord on the Old Appian Way. Terror-stricken and heartsick, Peter asked, "Dominie Quo Vadis?" or, translated, "Lord, whither goest Thou?" You recall the sad but challenging answer which resulted in Peter's immediate return to martydom: "Quo Vadis:" — where are you going? That's a good question, and a good question deserves a good answer. If you are indifferent, and have not caught the vision of service, where are you going? You who are leaders or who have leadership qualities, where are you going?

The road map of AAWB has many highways. The roads are generally very legibly marked — they are uphill and downhill, smooth and rough, straight and crooked, high and low, and many are the detours and side roads that mislead the unwary and lead to the wrong destination. Interesting roads — the roads of complacency, neglect, indifference, selfishness, indolence, cowardice — ambition, vision, courage, opportunity, activity, service, even life and death, and all of the other roads experienced by humanity.

Some roads are long and weary — winding, deceptive, upgrade, rough and tiring — but the goal is ever in sight with its inspiration and challenge, encouraging and beckoning us on. The goal at the end of the road often determines our direction.

We stand facing down the road of our own choosing. In some miraculous manner, God enables us to depart from the wrong road and plant our feet on the right road any time we are willing to make the move. By some inexorable law, He will not permit us to stand still; we must continuously move — onward, backward, or sideways — but move we must. There is no escape from our responsibilities. Refusing to face and acknowledge them, or even denying them, does not absolve us from our obligations. They are with us continually, persistently. They cannot be avoided.

Many times we ourselves, through carelessness or indifference, make our road more difficult than it is. Like the farmer who was driving a load of hay on a dusty road. It was hot, and his overworked team was laboring industriously but making little progress. Finally, he called out to a man passing by, "How much longer does this dang hill last?" Came the unexpected reply, "You ain't on no hill, your hind wheels have come off!"

When the rear wheels of drive, enthusiasm, and vision come off, then indeed our road is a rugged one, our pace slackens, and the journey becomes burdensome and discouraging. How many of us are like the tramp who was asked how he decided which way he would go? He replied that he always turned his back to the wind. That is the easy way, but is it the best way? We have a habit of asking new acquaintances where they are from. To me it seems, the important thing of our work is

"Where are we going? What road are we taking? To where is it leading?"

In a recent issue of Phil Harrison's magazine, *The Seer,* he printed an article by Roberta Townsend on "The Ideal Agency for the Blind." Miss Townsend began by saying, "To construct or describe an ideal agency program which would be universally applicable requires more brains, more time and even more paper than I have at my disposal. In fact, the whole idea seems a little like playing God. Perhaps we are closer to playing God than we realize. It is a grave and serious charge which rests upon those of us, who in a professional capacity tamper with human lives in an effort to help ameliorate their lot. It would be well to remind ourselves of this oftener than we do." And my old friend, Joe Clunk, poured out his heart to you last year in his valedictory address with these words, "In the final analysis, none of us can relax with the conviction that 'We have done enough' until we are able to honestly say, 'There is nothing more to do.' "

And, finally, in studying the PROCEEDINGS of this Association over the past years, I know that the members can blow hot and cold, that they can be misguided and perhaps foolish; but they can also be brave, compassionate and capable of great sacrifice — and that when the chips are down and the issues of right and wrong are clear, YOU can be magnificently right!

I do not know what the future has in store for us. BUT THIS I BELIEVE — the only ones of us who will be truly happy are those who seek and find the way to serve our fellowman.

I hope the Good Lord takes a liking to you, and that you remember: SERVICE IS THE RENT WE PAY FOR THE SPACE WE OCCUPY ON THIS EARTH AND IN THE FAMILY OF AAWB!

PAPERS PRESENTED AT MONDAY MORNING GENERAL SESSION

PUBLIC EDUCATION — PUBLIC RELATIONS

THE POWER TO CHANGE THE WORLD

Paul C. O'Neill, M.A., National Director of Public Relations
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A science fiction story, "The Power" by Frank M. Robinson, which my wife read to me a few weeks ago, is a novel of unusual impact. It deals with the power one man possessed to control the minds of other men by the action of his own thought.

I am not here to talk science fiction, but I am here to talk about a power that each one of you possesses to control the minds of other men. It is a lofty power and one that carries a serious responsibility, for when you tamper with men's minds you touch the core of human liberty itself. Yet, because of the nature of our modern communication system — press, TV and radio, because of the ever-widening scope of personal influences on the public pulse, the power to control other men's minds belongs to each and every one of us. This power is not the complete domination by one individual, as it was in the science fiction story, but the gradual transformation that true knowledge generates when it replaces false opinions. I am talking, of course, of a particular application of this power as it is brought to bear on public attitudes toward the blind. For through it, we can replace the ancient image of the helpless blind man with the image of the capable, independent blind person of today. To us who work with the blind, day in, day out, it is irritating to come upon those who still think of blind persons in terms of tragedy and pity.

All of you know the blind members of your community. If you are an administrator, you know them as persons capable of using the service of your agencies. If you are an employment officer, you know them as persons with various capabilities for different types of work. If you are a home teacher, you know your pupils as intelligent people able to learn new crafts and an entirely new system of reading and writing. If you are a social worker, you know the blind person as he rehabilitates, struggling through his handicap to make a satisfactory adjustment.

Whatever your job, you bring to it a knowledge of the capabilities of your sightless clients or a potential to which they may reach with training and the services of your agency. In other words, your attitude towards blind persons is a positive one. You think of the person, instead of the handicap. You emphasize abilities, instead of disabilities.

At the other end of the scale stands the opinion that blind persons are as dependent as the new-born child. This attitude is a negative one. Those who advance it think of the handicap instead of the person. They emphasize the disabilities, not the abilities.

Between these two poles you may list every attitude of the sighted toward the sightless. There is no need to go into them here. You meet them in your own jobs every day. You know them perhaps too well. You know, too, that each year the ranks of capable blind people get larger. Through the services of your agency and mine, more blind people are successful in more aspects of living than ever

before. Yet it is true that the vast majority of the public does not know about them. In fact, the vast majority of the public cannot count a sightless acquaintance among their associates. If they do come in contact with the blind, their attitude is governed by that tragic image of the handicapped that has been handed down for generations.

Until recent years, efforts to change this attitude have been limited to individuals, through their personal example, and to organizations through their work with a comparatively small section of the community. Then came the impact of press, radio and TV as a team to convey an idea.

The United States and Canada have a combined population of 188 million people, and these public information media reach them all. In every town big enough to support a radio station and a newspaper, every commercial firm from the drugstore to the dog hospital is paying vast sums to gain attention. In addition, they print their message on milk bottle collars, trash-can sides, taxi back panels, bus fronts, the sky, overhead banners, football sweaters, and a dozen other places. Even the benches at bus stops in most large cities carry several reminders to try this, taste that, drink this, wear that and buy, buy, buy.

Agencies like yours and mine have little or no funds to throw into this phase of the communications' kitty. How many of us can pay for a full-page ad in the local daily? For a space two columns wide by two inches high in one Toronto paper, you would pay $34.00, and what can you say in a space that size? Yet we *can* call attention to the work we are doing and make the work of our agency known in our community. We *can* change the image of the helpless blind person to that of the capable blind person through a year-round public relations program.

I know that Public Relations is a comparatively new field and that there are many definitions. We use the definition established by *Public Relations News,* a professional journal read by a comprehensive group of executives throughout North America. "Public Relations is the management function that identifies the policies and procedure of its organization with the public interest, and executes a program of action to earn public understanding and acceptance."

Please note that it is a management function. In other words, PR is organized and directed by your front office administrators the same as any other part of your service program. In identifying the organization with the public interest, PR associates the agency with the community and explains its objectives in terms of community news media, and community projects. For instance, the Canadian National Exhibition is perhaps one of the greatest community projects on the continent. More than 2,000,000 people attend the CNE every year. This year, CNIB is associated with the CNE in a most direct way. We are not only displaying the handicrafts of blind artisans, but we are furnishing a living room with rug, draperies, lamps and other accessories all made by sightless hobbyists. Just this spring our Saskatoon office staged a "Wear Your Safety Goggles" drive for the miners of the famous Eldorado Uranium site in a remote corner of the sparsely populated province of Saskatchewan. Dressed in miners' coveralls, including safety lamp in the hat and reinforced boots, the blind fieldmen travelled on a train 1,000 feet underground, talked to the men and distributed information pieces. When we carried their story in our national magazine, the Saskatoon boys were quick to teach an additional lesson by distributing the issue to every miner in the camp.

This mining community is as different from Toronto as bread from brandy but, in both cases, CNIB has attempted to identify itself with the public interest. At the same time, both these events are by no means a single promotion, but are part of the continuous program of action that management executes, "to *earn* public understanding and acceptance." Projects of this type leave a profound impression on the communities involved and go a long way toward building a positive attitude toward the blind and your agency.

In Canada, some welfare agencies claim that "The best public relations program is a good service program," but at CNIB we find that this statement falls short of the truth. Think of your clients for a moment. How many go around shouting about the wonderful services of your agency? At CNIB, we find they seldom discuss our services beyond the confines of their immediate family. But suppose we give our clients the benefit of the doubt and assume

they laud our services to their friends and neighbors, how many of the vast population of this continent will our clients reach? The restricted life led by the majority of the blind tends to reduce instead of increase the circle of acquaintances. It is easy to see that we must look beyond those who use our agency services for the vigorous public relations program we need.

Instead of expecting the clients to tell haphazardly how they advanced through the agency service program, management must direct their telling, and make it possible for them to speak. A man may read a page of Braille aloud before a TV camera but need not disclose that his overcoat came from your used clothing locker. A blind housewife may demonstrate to a women's page feature writer how neatly she keeps house, yet be silent about the financial assistance she receives. This procedure is no violation of confidence nor a betrayal of the trust that is the client's right when he is discussing his problems with a caseworker, home teacher or the other custodians of your services. This presents, in a constructive way, those achievements of which any blind person may be proud, and which the public will respect. Management must formulate its PR aims and objects, establish the program and direct its progress, and at the same time avoid the contradiction between the silence of social work and the candor of PR.

At CNIB, the Public Relations program has a threefold purpose: Its primary function may be viewed as a part of the rehabilitation service, for it strives to convince the public that the blind members of the community are capable people. By spotlighting the achievements of the blind, we demonstrate the abilities that your professional workers find among your clients every day. We demonstrate the abilities that lead to more employment in general industry and open the doors to sightless citizens in community affairs. In this category, we include the blind of tomorrow — those who are reading their newspapers today, but within the next twenty years will lose their vision. We believe that adjustment to blindness will proceed more easily if the newcomer has even a slight knowledge in advance of the achievements of the blind and the work of the agency.

Our second purpose is the winning of suitable volunteers. In our Toronto residence alone, each of 117 volunteers spends a few hours a week on an organized basis assisting in a variety of ways the 125 sightless persons who live there. The national library requires 30 record readers and 45 Braille transcribers. Throughout our 17 all-purpose centers across Canada and our 29 district offices, volunteers enjoy numerous responsibilities. We estimate that from coast to coast CNIB needs more than 7,000 volunteers. It is the job of the public relations program to keep these volunteers informed about CNIB, to maintain their interest in the work, and to develop recruits to take the place of those who occasionally move out to new pursuits.

The third PR purpose is the raising of funds. I know that some of you will be surprised that the financial returns are not the first object of our PR program. In other welfare agencies up our way, fund-raising is the first concern of all PR, and at CNIB we recognize that a year-round public education program need only be intensified at campaign time to gain the fund objective and to surpass it. This program meets with the approval of the news media boys in press, radio and TV, because, as many of them have said quite frequently, the year-round program gives editors and program directors a familiarity with the agency. Then, when the appeal stories come pouring in, they know that the contents are true and not manufactured for appeal purposes only.

In the execution of the continuous PR program we cultivate a great many writers, broadcasters and TV producers. With them we maintain a double education program. We not only place before them material to pass on to their readers, listeners and viewers, but we place before them additional information designed to inform them in a constructive way of the achievements of blind persons and the influence of CNIB service. For this is the group that we must educate first. If ever we are to inform the millions who have little or no contact with the blind, we must first convince those who are read, heard and seen. If we wish to portray the sightless man or woman as the capable person we professional workers know, if we wish to put the accent on ability instead of disability, then we must convince those who reach the people.

When we took charge of the CNIB PR program about seven years ago, we knew that we

would have to change the attitude of many writers towards the blind. What we did not know was that we would also have to change the attitude of the blind toward the writers. Sightless people did not like the sob stories that had been written about them. They thought that many reporters had done the cause of the blind more harm than good. As far as pictures were concerned, they flatly refused. They looked on this form of information material as infidelity. Some accused CNIB of exploiting the blind and would not have anything to do with the project. I soon found that editors would not have anything to do with photos of the blind either. "Handicapped people in pictures!" they said and shrugged off the idea.

By reading up some of the stories that were on file and by examining some of the photos, I soon discovered what was wrong. Writers were talking in terms of "afflicted," "unfortunate," "calamity," "disabled," "misery," "stricken," and a hundred other such phrases that showed their attitude toward the blind in no uncertain way. The photos on file droned the same dirge. They depicted blind men standing like sticks in unsmiling poses. They showed women seated in groups of twos and threes, hands folded in their laps, and looking anywhere but toward the camera.

I soon saw what I had to do. The writers had the wrong attitude toward the blind and the blind had the wrong attitude toward the writers. My job was to bring a meeting of minds in both groups.

I shall probably always remember my first interview with a feature writer for one of Toronto's leading dailies. She lit a cigarette, crossed her legs, sat back in her chair and gave me a long look. Then she let me have it. "Tell me something," she said, "just between the two of us, — there really isn't much you can do for a blind person, is there?"

Perhaps the question was meant to end the discussion. A large newspaper discards more material every day than it prints. If a reporter finds no justification for writing a story, he is free to move on to something more worthwhile. As it was, the question could not have given me a better opening. I trotted out some achievement stories, carefully cleared in advance. She wanted to meet the people concerned. She saw them at work and at home, and caught fire. Her articles were excellent. She assigned her own photographer, who came up with some action shots to accompany her stories. These were no posed pictures like you'd find in Aunt Mary's family album, but relaxed camera realism showing blind men and women alive and busy. The accent here was not on the people, but on what they were doing. It was not on the disability, but on the ability.

That was the beginning of a new era. As time progressed and we met more writers, we were always careful to spend considerable time explaining the CNIB rehabilitation service and its effect on blind people. We then introduced them to a successful client, let the writer conduct his own interview, and write his own story. By the time he got back to his desk, his attitude toward the blind person was a great deal more positive than it had ever been. Even now, when a writer intimates that his attitude toward blindness is rather negative, we are prepared to begin the indoctrination. After seven years, it is still a thrill to see a man's point of view make a complete transformation.

We saw such a change in an experience on television, in which we were able to effectively explain our philosophy with the result that a show which the program organizes which would otherwise have presented only a background of the old image of the blind broommaker, actually turned out to be one in which the emphasis stressed the intelligent blind who read through the literary service. The program was remembered for a long time in many provinces of Canada.

This change in attitude is a story we could tell over and over again. We have taken the newsmen to the factory to meet the blind worker at his bench, to the home to meet the blind housewife in her kitchen, to the square dance group and the Braille bingo party, to summer picnics, and always there has been this transformation from a negative to a positive attitude toward the blind.

The results of the positive attitude have paid dividends on almost every level. Perhaps the first group to react was the blind people themselves. It was most refreshing when blind persons of their own free will began dropping into the office to say how much they enjoyed the straightforward reporting that was appearing in the press. They began to relax their

resistance to meeting reporters and photographers and now have reached a point where they will 'phone our office in advance of club activities and personal affairs. They have even invited us to cover their weddings. A more recent development still finds blind groups inviting their own photographers, and partially sighted cameramen are taking their own pictures. At a recent blind bowlers' dinner, there were so many photographers flashing away that the auditorium resembled a press conference for President Eisenhower.

The seeing public have responded to the constructive attitude most encouragingly. One of the early indications we received came from the Toronto Women's Auxiliary which, prior to our joining the United Appeal, used to conduct our annual financial drive. It was the custom of our office to supply information to canvassers. We gave several examples of the sort of service a dollar donation would provide, what two, five and ten dollars would make possible. As our continual education program proceeded, the Auxiliary asked us to discontinue this material. "The canvassers know more about CNIB now," the president said, "and the subscribers don't ask for this information any more."

As time passed, other CNIB departments have reported a change in attitude from the particular section of the public with which they were dealing. Employment officers state that personnel directors in industrial plants know more about the CNIB than they did before the days of continuous PR. Many firms where blind people are working have gone along with us on joint newspaper promotions. General Motors, the Ford Company, A. V. Roe, Lucas Rotax are a few names chosen at random which have shared the spotlight in this type of promotion.

When the Mennen Company agreed to meet reporters and photographers on the story of a blind operator on one of their perfume-bottling machines, they gained public goodwill and coverage beyond the hopes of any of us. The story hit the front page, usually reserved for world events, of the *Globe & Mail,* Canada's leading morning paper. The young lady was so attractive and her job so interesting that we used her action-type photo on the cover of our national magazine. This gave the Mennen Company and their sightless employee Canada-wide circulation among a carefully selected audience most interested in the achievements of the blind and CNIB. When Mennen's head office at Dayton, Ohio, heard what had taken place, they reprinted the story in their house magazine, and presented the Canadian manager with a special award for participiption in community affairs.

Another group who report constructive results from the year-round PR program is the social service department. According to reports, doctors and nurses are referring patients at the point where blindness is confirmed. In the old days some doctors did not like to refer cases because it meant recognizing the failure of medicine to provide a cure. Through the distribution of pamphlets, through talks, films, come-and-see tours, in addition to the popular news channels, the opthalmologists are learning that by referring the newly blind person they are doing him a favour.

The social service group tells us, too, that clients themselves come forward in the early stages of blindness. They contrast this with the three- to five-years' delay or longer that used to take place before PR presented an explanation of CNIB service to the community as a whole. Social service workers *like* these prompt approaches and early referrals, because, as Miss Mary Clarke, National Director of Welfare Services, explained, "The early referral sets the rehabilitation program in motion quickly. It enables us to eliminate blindisms before they take hold, and to advance the positive development of the client more effectively."

This is a short explanation of how one agency is attempting to change this antiquated image of the blind person. We know we're not alone. Many of your agencies are making even greater strides in the fight against the effigy of the helpless blind man. I would like to compliment the American Foundation for the Blind for the nation-wide information program they are conducting on a year-round basis and for the very constructive PR workshop they have held for the past two years. AFB is not only anxious to conduct a thorough PR program itself, but it is prepared to share its techniques with the rest of us.

I would like to make two recommendations to this body. The first is that the AAWB set up a public relations committee with a view

to its becoming a section when the necessary growth and development take place. AAWB can present projects and general information to its 1400 members all over North America, and thus stimulate the philosophy and practice of PR on a continent-wide basis.

My second recommendation stems from a project to be undertaken by the United Appeal in Toronto this autumn. This appeal plans to approach the School of Social Work at the University of Toronto with a request to introduce into their courses some lectures on the aims and objects of Public Relations. Each year at Toronto, social workers graduate, skilled in all phases of their profession except Public Relations. How can social workers step into a constructive communications' program when their training includes no preparation for it and their sympathies are slanted toward silence rather than publication? Would it not be a wonderful thing if the AAWB took under advisement the sponsoring of this same request to those universities in the United States and Canada which do not carry a course on PR in the social service curriculum? Think of it — the voice of 1400 professional workers for the blind asking that Public Relations be taught the social workers of the future, some of whom will direct the destinies of the blind of tomorrow. For, with the knowledge of PR practices goes the power to change this negative attitude toward blindness. And with all of us working together toward the same goal, using the same techniques, we can wipe out the ancient image of the helpless blind man, not only in our city or in our state or in our country, but in all the freedom-loving nations throughout the world.

HOW TO DO A BETTER JOB

George E. Gullen, Jr., Director of Labor Relations

American Motors Corporation

Dr. Cummings and Friends:

I have been greatly impressed by Mr. O'Neill's paper which Mrs. O'Neill has just read to us, as I have been with everything I have seen relating to your conference. I am pleased, too, that I have been asked to participate, even though I appear as a substitute for my boss, Ed Cushman. Mr. Cushman sends his regrets that he could not be with you. I am sure you understand that it is a matter of great importance that keeps him from being with you. He has demonstrated great ability and great interest in your field of endeavor. I find it a real challenge to substitute for him.

It might help a bit if I were to define what a substitute is. There is a story about being a substitute that comes to me from Ralph Hileman, who is General Secretary of the Metropolitan Detroit Y.M.C.A. Ralph found himself in just such a position as I am in this morning — that of substituting for a well-known speaker. Mr. Hileman told his audience a story about a stained glass window in one of the downtown churches in Detroit on Woodward Avenue, our main street. It seems that someone had thrown a stone through one of the small leaded sections of the window, and that the Sexton of the church was observed cutting a piece of cardboard to the identical shape of the piece of glass that had been knocked out and carefully fitting it in the open space left by the broken glass. "Now, that

piece of cardboard," said Mr. Hileman, "is a substitute. It takes the place of the real thing." Then he proceeded to deliver a perfectly marvelous address. (You need not expect a repetition of that situation here.) After the meeting, a dear, old lady came to Mr. Hileman and said to him, "Mr. Hileman, you were simply marvelous, and I want you to know that you are no substitute at all. You are a real pane."

Nevertheless, I shall do my best to tell you what I believe Mr. Cushman would have said to you were he here. I think it would not be inappropriate to tell you that I am identified with a company that prides itself on its leadership by men with keen social sensitivity. Mr. Romney, our president, is such a man, as is Mr. Cushman, who came to American Motors from the field of Social Science (out of a great university) to bring to industry social insights that are often lacking in industry. Frankly, I was eager to identify myself with such a corporation and came to American Motors after a 20-year industrial career with another Detroit firm.

I don't always tell my friends in Detroit why I came to American Motors; sometimes I give them this story. I have a large family. In fact, we have eight children, four boys and four girls. One of the joys of raising a large family, as many of you know, is the happy experience of watching children grow through so many interesting stages of development. Our oldest boy is now in college. I remember that when he was in the first year of high school he was passing through a period in which women or girls just didn't exist at all. There weren't any. Then before very long in his world was nothing but girls. It was during this time that we suggested to him that it might be nice if he would bring one of them home so that we could have a look at the kind of girls he was taking to the dances at school. So he did. We met her and they went their way. I was still up reading when he came home from the dance. He said to me, "Dad, what was wrong with that girl I had out tonight?" I said, "Why nothing, George, she was just fine." "No," he said, "I could tell, there was something wrong. What was it?" "Well," I said "I just thought that you could do better than that. You know, something more like your mother." "Well, Dad," he replied, "I guess you're just going to have to get used to it, because with our present car, she is the best I am going to be able to do." So, as I tell my friends, I went over to American Motors — and things *are* looking better.

One of the real challenges about this assignment this morning is that I am to talk on a subject that you already know better than I. There is nothing that I can tell you that you have not already considered. The hope is that looking at your problems from a different frame of reference might help to reemphasize to you their importance to all of us. I remember when our youngest son was born, his six-year-old brother went to school and said to his teacher, "We have a new baby at our house." The teacher said to him, "How nice, I must send a note home to your mother," "Oh, you don't need to do that," said Ricky. "She already knows it." I can see by the scope of your program, and by the expertness of those you have selected to be your speakers and leaders this week, that I am in that kind of a position.

Let me try, however, to bring you three observations about your work, as I see it, as one who has spent most of his life in the Personnel Field. I do not profess to be an original thinker. These observations will come from experiences of my own and of other people. Your assigned suggestion reads something like this. *Public Relations and Public Education — How to Do a Better Job.* Of necessity, I must limit the subject to the area of thinking about doing a better job in providing job opportunities for handicapped workers.

One of the civic activities that I participate in is that of speaking for the National Association for Mental Health of which I am a member of their National Board of Directors. In thinking about your subject, I was impressed with the similarities that are apparent. You have relatively the same problem in the public relations and public education aspects of it. People are inclined to poke fun at the mentally ill and at the professional workers that deal with problems of mental illness. Both psychiatrists and patients are the subjects of a lot of jokes. Now, there is nothing funny about being mentally ill, but the fact that it becomes the subject of laughter does help to

restore a sense of balance in dealing with the social aspects of it.

Neither is there anything funny about blindness. It is certainly a more obvious handicap in some respects than mental illness, but I wonder if it isn't harder for people to be objective about blindness, and the blind, for that reason.

Americans like to laugh. Laughter is the lubrication of American conferences. Humor somehow gives added acceptance both to people and to problems.

Ed Cushman told me, when we were talking about this assignment, of a time when he was serving as arbitrator between a public electric company and the union of electrical workers. The chief executive and spokesman for the company was a blind man whose Seeing Eye dog was resting under his chair, as many of yours are here. In the course of the proceedings, the head of the union complained to the Arbitrator and said, "I may have to prefer an unfair labor practice charge against the President of the company, because every time I try and be emphatic about a point I am trying to make, his dog growls at me." Of course, everybody laughed heartily, and Ed pointed out that all the tension suddenly disappeared. Any awkwardness that might have been present because of some concern about the President's handicap was dispelled, and the whole proceeding became more objective.

This really constitutes the first of three observations I am trying to make: *That in the public relations and the public education, eminating from your approach, related to doing a better job of providing job opportunities for blind workers, more objectivity must be sought in greater degree than ever before.*

When I asked Mr. Cushman for a concise statement about this situation, he said to me that it may be, to a large extent, that progress in the work you are here to examine may have been impeded by an excess of natural compassion. I share that feeling, and I believe that this excess of compassion could well exist both on your part, and the part of the prospective employer. It would be presumptuous to say that there is an "a, b, c" approach to objectivity, but certainly all of the approaches to objectivity that do exist, including the measurement devices for determining aptitudes and any other fair measurements for proper placement of any worker, are equally applicable to candidates in your field. No one does everything well. All of us are somewhat handicapped when it comes to vocations. In fact, there is only one area in which any of us does our *best* work. For we are all limited by disposition, circumstances, training, physical coordination and intelligence (some more than others) so that we each operate in a relatively small area of effectiveness.

I know a man, for instance, who is a brilliant economist, but he would never make an arbitrator. He simply has no patience. I have a friend who is an able accountant, but he writes very poor letters. Another friend is an excellent writer, but he has difficulty in balancing even his own checking account. Most of us know of able executives of large companies who simply are unable to speak coherently to a group of people that numbers over a dozen.

In my own immediate field, our experiences in dealing with problems that grow out of industrial "bumping" at time of lay off shows clearly that a free exchange of jobs among people just is not workable.

Yet, for some reason, we tag with the word "handicapped" only those who have some immediately apparent burden.

I have told you that I am suggesting nothing new to you. If anything, I am only suggesting that there needs to be an extension of understanding and enthusiasm about that which you are already doing. It is true that one of the greatest barriers to job opportuniites and job satisfactions (even to being educable about it) is attitude. Let me attempt to indicate how important I believe this barrier to be. I think it is less possible to be objective, even about the provable examples of successful employment of a physically handicapped person, in an atmosphere charged with the emotion of compassion. Here's an example. I know a man who is an able public relations man. He has only one leg. He has learned so well to control his artificial limb that you wouldn't know he wore one unless it was told to you. As a matter of fact, even the President of the company he worked for, and for whom he worked in a very close relationship, had no knowledge of it, until going up in the office elevator one day and during a discussion of "employment of the handicapped," a colleague told this President about it. He said, you know John has an

artificial leg. This President, though he had the reputation of being a hardboiled executive, was as soft as a baby. Just hearing that statement brought tears to his eyes, in fact, they overflowed and ran down his nose, and by the time he stepped off the elevator at the third floor, he was choking with emotion about it. He said in gasps, "Why — I didn't — know that — John had — an artificial — leg."

I doubt very much whether this President, as moved as he was, could have been able to have been objective enough about this man's handicap to have hired him for the important job he was already doing had the President known about his handicap when he hired the man. It is easy to have the wrong attitude. It is hard to displace it.

Obviously, it requires looking at the situation the other way. We ought to consider every job opening in terms of what it is we want done that the applicant can do. When we want someone to work as an artist on our advertisements, we don't refuse to hire a man who can draw simply because he can't prepare copy. If we need a machine operator, we don't refuse to hire a machinist because he cannot prepare a chemical formula, and yet when it comes to hiring a blind person, we see immediately all the negative features of the things we believe he cannot do that may be entirely unrelated with the work we have available to be done.

Let me emphasize the point once again: It is easy to have this prejudiced attitude even when the man is already on the job. I think it is very important for you to remember this when you try to do a better job in public relations and public education. When I was a young attorney practicing law, a case I was trying was assigned to Judge Smith in our Common Pleas Court in Detroit. I was greatly disturbed about it because a great deal depended upon the Judge's understanding of the photographs I was to submit in evidence on my client's behalf. I even considered asking for a change of the courtroom assignment. I soon learned that I need not have been worried. He was, and is, a most able jurist. His questions were keen and penetrating. He has been elected many times, and I doubt that 10 per cent of the thousands of people that vote for him have any knowledge of his visual handicap. He is retained on the basis of his excellent record as a judge.

This matter of *attitude* is not just a problem relating to the placement of handicapped workers. We are really just learning in industry about the importance of *attitude*. We now know that we need to develop an effective tool to measure *work attitude* as an aid in the selection of job applicants. We know that one of the most important functions of a good supervisor is his responsibility for molding the attitudes of the workers. We know that in many respects morale in an organization of people is more important than structure, and that morale comes basically from the good attitudes of a good executive. In fact, it is not incorrect in this age of understanding and measurement of aptitude to say that, important as aptitude is to a successful work experience, *attitude* has become more important than *aptitude*.

The first observation is, therefore, a suggestion that *to do a better job in your public relations and public education, there is the need for constant reevaluation of your own attitude and the attitude of the prospective employer, coupled with a positive concern that compassion shall be reduced to a minimum, and objectivity be increased in matching the requirements of the job and the existing abilities of the worker.*

The second of the three observations I intend to make for you is related closely to the first. It is this, *that there is a certain timeliness in redoubling our efforts to be objective now.* Both the public in general and industry in particular are tuned in on the importance of attitude. It is at such times as this, when we are alert to the importance of attitude, that progress can be made effectively in public education about it. The teaching profession (and Dr. Ernest Ligon, especially) remind us that learning takes place in greater depth when we use the "adaptation procedure." This is simply the process of capturing the listening interest of those to whom we are attempting to communicate our ideas by relating what we are saying to some facet of the subject that has their current interest. When we bombard them with our thinking at a time when their interest is attuned toward us, our progress is measurably more effective.

We know that communications is a two-way process, and that all communication is not just

what you are saying, it is what "they" hear you say, and that timeliness is an important part of that process.

My sister is a school teacher in Detroit. She told recently of the trials of a substitute teacher handling a kindergarten class on a day of rainy, sloppy weather. One of her important jobs was to be sure that all the rubbers were on the right children, and mittens, and scarfs, and other apparel were properly tied or buttoned on. This substitute teacher had completed this process for 48 of her small charges and had the 49th child on her lap. She had pulled and tugged at a pair of rubbers, and had broken a fingernail or two in the process, and finally got them on the little girl. The child then said, "These are not my rubbers." So, the teacher pulled them off, the shoes coming off inside of them. She separated the shoes from the rubbers and got them tied back on the little girl's feet, at which time the little girl said, "They are my sister's. My mother made me wear them." So, the teacher got the child back on her lap, and, destroying another fingernail in the struggle, got the rubbers back on. At that point, the little girl said, "But my mittens are my own." "All right," said the teacher, where are they?" The little girl replied, "Well, they are in the toes of my rubbers." Here is a basic truth about communication illustrated. Neither the teacher nor the child said or heard anything that was of itself incorrect, but what a difference as to action and effectiveness had the timing been better in both what was said and what was heard!

The things we are learning about aptitude emphasizes importantly the timeliness of direct attention *now*. We are learning in industry that the performance of workers can be influenced greatly by specific attention to molding the workers' attitudes. One of the three basic jobs of every supervisor of people is this job of "molding attitudes." In the long span of our industrial growth, this fact is a relatively recent discovery of industrial management and is being accorded a significant place in development and training programs.

Let me recite another example of the timeliness of this matter of attitude. Despite all that has been done in the field of industrial safety, 15,000 people died last year as a result of industrial accidents, and over 13 billion dollars were spent as a result of accidents in American industry last year. The National Safety Council preaches to us regularly that despite everything that is done to make industrial work mechanically safe — "the best safety devise of all is a careful man." We are rediscovering the paramount importance in combatting and in preventing industrial accidents.

Another industrial problem that costs millions of dollars is *"absenteeism."* Regularity in attendance, we have learned, is primarily a matter of right attitude.

As our industrial process becomes more complex, as automated machinery and processes become an increasingly important part of production, the investment of companies in training and retraining people increases drastically. People must be taught new methods and new processes. The "teachableness" of people is directly related to the encouragement of right attitudes toward learning.

These factors, which I have recited as positively affecting the timeliness of your public relations and public education activities, are particularly important factors to you as you seek to give added emphasis in accentuating the positive. They are factors that you have already given great importance in your work with the blind. Those whom you seek to place in industrial jobs are already counselled about their individual areas of special ability. Because of their special problem, they understand better than most of us the importance of their regularity in attendance. The concern of a careful man toward safety is a built-in factor in your applicant.

(It is important to note that actually this second observation is really an approach toward objectivity that has nothing to do with a compassionate appeal for a job.)

The third observation grows out of the second. I have said to you that first and foremost is the necessity for increased objectivity about the present positive abilities of those whom you seek to aid in job placement, and I have said in the second observation that this approach is a timely approach toward which industrial personnel and management people are attuned, and that this promises that greater effectiveness shall be rewarded your increased efforts now, and, finally (our minister says he always throws that word in early because it

makes everyone feel so much better) I suggest to you, as the final observation, that *a great many companies need, and recognize the need for specific help in establishing Personnel Policies that look favorably upon the hiring of the handicapped.*

There is much that can be done in this area. Numerous industrial surveys have indicated that most companies do not know, in specific terms, just what their Personnel Policy is. They haven't stopped to think that carefully about it. Such vagueness changes into positive attitudes when considered effort is made to establish understandable policies.

I suggest that the establishment of a policy favoring employment of the physically handicapped is more than a matter of a "social obligation." It becomes a genuine importance to all companies if the statistics of the Bureau of Labor Statistics, and other such fact-finding and reporting agencies, are correct. Let me explain in greater detail. We are advised that the population in our country is increasing anywhere from 50 per cent to 100 per cent faster than the growth in the work force, which will be needed to produce the goods to maintain American standards of living for that increased number of people. We are, also, advised that for a current ten-year period in the age groups of persons from 25-44 years old in the work force (and you can easily recognize the importance of that age group in our work force) there promises to be no growth at all.

With the higher birth rate, with medical science extending life, with the effect of the expanded years of full-time education before entering the work force, many careful observors foresee from these data a critical shortage of workers: teachers, doctors and in most vocations — a shortage which poses a serious threat to our ability to produce the gross national product needed to sustain our present living standards for the foreseeable population.

Thus, the importance of a policy statement, favoring the hiring of blind workers for jobs they can do, is also a timely aproach for companies. Trade associations, industrial relations groups and other thoughtful people all over the nation are studying such statistics and are thinking about their significance as they affect available workers to fill future employee requirements. These groups and those companies are certain to lend a careful listening ear to your approach for policy consideration for the blind.

A pilot study published by the Industrial Relations Council of New York, describing management experience in the area of the hiring and placement of physically handicapped workers, devotes a significantly large number of pages to a description of such personnel policy, and presents in careful detail at least five basic factors that such a policy should contain. I could read these factors to you, but it is more important that you should examine this study for yourself so that you might more effectively give companies the help they need in this area. I recommend it to you for your careful study.

I am certain from the examination I made of your program, and from the many conservations I have enjoyed this morning with many of you, that you have certainly given a great deal of thought already to each of the suggested approaches that I have made to you this morning. I am sure you would agree that one cannot be categorical in stating that these alone are the answers to your problem. There really are no "pat" answers to human relations problems that alone lead to understanding and acceptance. Nor are there any short-cuts. Like all communications efforts, it takes "keeping everlastingly at it."

The "Laws of Learning" remind us of the truth of that statement when they tell us that exposure and repetition are both necessary to arrive at understanding and conviction, and that action comes only after that has occurred.

Our own public relations people keep reminding us that in matters of comunications we must *not stop* talking. For it is just when we get tired of saying the same things that our message is beginning to sink in.

Let me summarize quickly what I have tried to say to you.

A. More objectivity is needed — less compassion — more direction in our thinking about what our physically handicapped worker can do.

B. We need to think and speak in positive terms about those jobs that the blind can do as well or better than other people, avoiding the negative aspects about what he cannot do — for all of us have handicaps, though less obvious.

C. Communication on the importance of attitudes is timely comunication, and the adaptation procedure (to use an educator's term) is working in our favor. For industry is concerned *now* about the importance of individual attitude of workers as they affect attendance, and safety, and teachableness.

D. We need to urge companies to make policy declarations and to implement those policies in specific ways, especially as they forecast their manpower needs for the anticipated shortage of workers as total population outgrows the population of the work force — detailing in such policy specific services which the blind can perform ably.

You are doing a wonderful work. You are here in Philadelphia to lift each other's hands in continuing, helpful effectiveness — and this, too, is an appropriate avenue toward your objective. I am tremendously impressed with your work. Dr. Ernest Ligon, of whom I spoke earlier and who is the head of the Department of Psychology at Union College in Schenectady, writes that you can judge real maturity by two things: First, a sensitivity to the needs of people; and second, a determination to do something about those needs. I sense a presence of that sensitivity and that determination here in this group.

Dr. Henry Hitt Crane, a Detroit preacher of national fame, carries that thought further when he speaks of the comparison of people to thermometers or to thermostats. He suggests that in today's world, it is not enough to be "thermometers," which simply record the condition of the climate in which we live. He suggests that we should, in this modern day, be "thermostats," which do that which the thermometers do; but, not being content to simply record conditions as they are, it sets into motion those processes by which that climate in which we live can be improved. I believe you fit the best of that description.

Because of these things which I have seen and heard while with you, I have every confidence that your 32nd Conference will be a great success, as will your work in the days ahead. One can feel the earnestness of your concern. A great man once said, "I like to see a man or woman who believes in his work — because what he believes in, he will do superbly."

My best wishes to you — and my profound thanks for your careful attention to my remarks.

EFFECT OF FUND-RAISING ON PUBLIC OPINION AND EDUCATION

Henry H. Urrows, Ridgefield, Connecticut

Many specialists have fixed beliefs about the effect of fund-raising on public opinion and education. In preparing for your panel, I tried to learn something about what is now known regarding public opinion and attitudes toward blindness, about what efforts are being made in the way of public education, and how money-raising activity may influence these matters.

The leaders and the literature of your field manifest a considerable area of agreement. There is virtual unanimity on what M. Robert Barnett has called the "mass dependency" attitude toward the blind held by a majority of the sighted public, an attitude held harmful to the morale and condition of blind people. There are a number of scholarly papers suggesting reasons for this attitude. These dis-

cussions thoughtfully relate a heritage of lore and fears about blindness to concepts of severe dependence, disability, incompetence and impotence.

The apparently unanimous added conviction — that fund-raising frustrates and even sabotages the constructive work of the professional caseworkers — makes me recall Walter Lippmann's remark that when a lot of people think pretty much alike, they may not be thinking much at all.

Several articulate spokesmen say that fund-raising makes a generally bad climate of public opinion worse. In asking for financial support of the giving public, the fund-raisers and publicists of agencies for the blind exploit sentimental stereotypes, according to this apparently prevailing professional viewpoint. The result, accordingly, is to arouse, exercise and nourish maudlin impulses within the soul of the prospective giver, strengthening false concepts of blind persons being helpless, piteous, literally benighted creatures, thereby insuring transformation of ordinary people who cannot see into actually strange creatures wholly isolated from the sighted majority.

Some people here may recall how, at a 1951 national conference of social workers, one clinical psychologist described the role of fund-raising as a force for public misinformation. "The many letters requesting donations for one blind-aid agency or another are carefully designed to arouse pity," she said. "They seek to make the reader so sorry for the blind that he will respond with a big fat check. Perhaps this end justifies the means," that speaker suggested with ironic rhetoric, "but is the immediate goal of raising funds more important than the long-term goal of integration of the blind into society? If so, then let pity be aroused."

If a single progressive stride in guiding public behavior toward the desired process of economic and social adjustment of blind people were halted or retarded by money-raising, those of us who have helped get money for agencies for the blind would have grievous sins to answer for. I submit that this dearly-held doctrine is embedded in assumptions unsupported by rigorous proof or hard fact.

Knowledge about public opinion and attitudes toward blind people and blindness is still in a rudimentary state. There is a lot of writing (albeit suggestive and even inspiring) on this subject. There is only a set of beginnings, however promising, of fact established by reportable observation, repeatable measurement and independent confirmation.

I have found only three readily available, relatively recent structured inquiries into what people say they think about blindness. These papers rely on replies to questionnaires submitted to small samplings which the writers themselves said were atypical slices of their larger populations. One writer concluded that the answers he got showed that attitudes toward the blind "may be highly complex" and deserve more study. The second found that while the sighted public is far from unanimous in its views it is better informed than is generally estimated.

The third study ascertained that most of two groups of high school seniors felt that blindness would be a more severe disability in themselves, and in the persons they would like to marry, than four other conditions. Different kinds of ignorance, indulgence and avoidance were shown by minorities or respondents.

If you believe in the power of the free inquiring mind, you will welcome and support more research in the interest of breaking through or at least whittling away present ignorance.

I located scarcely any systematic inquiry into questions of how sighted teachers behave toward their blind students, into what knowledge school authorities have about quality of schooling for and services to the blind, into municipal officials' views on blind beggars, or on employers' willingness to hire blind individuals for particular jobs.

My first tentative finding, therefore, is that right now neither most of the workers for the blind nor most of the sighted and blind people with whom they deal may really *know* as much about public attitudes as is sometimes presumed. Hence our discussion of the effect of fund-raising on these attitudes today may merely continue the practice of making random surmises rather than building on secure foundations.

Research reports not yet published and investigations still in progress should begin to improve this situation. A ferment of curiosity, with somewhat sharper methods of inquiry into real situations, is at work. The fresh ap-

proaches opened by the Blinded Veterans Association, the Veterans Administration, the American Foundation for the Blind, the Office of Vocational Rehabilitation, the National Institutes of Health and other forces concerned with blindness, by quite recent work under auspices of universities, and by hopeful trends in other rehabilitation fields, all promise to broaden what has been perhaps rich in far-ranging speculation but is still a somewhat narrow, stultified area of human knowledge. These are hopeful portents, not yet freely available to start the long process of influencing attitudes. We should live to see important developments. But they are not yet directly at hand.

I have examined the fund-raising materials of only twenty-five leading national, state and local agencies for the blind. They do include some atrocities. But none can conceivably have nearly the influence in debasing public attitudes that has been alleged. In their phrasing, most are circumspect rather than seductive. Their total circulation was probably less than one per cent of the population. They could only have inflicted momentary and fleeting impressions rather than indelible scars. We have no data on whether their signals actually penetrated one, a dozen, or tens of thousands of minds of persons who ever have even occasional contact with blind people or who make decisions affecting the well-being of the blind. While some of these printed and processed items represent a large portion of the public education effort (and budget) of their sponsoring agencies, it is my impression that they do not contribute much for good or ill to the vast repertory of communication channels to specific publics. In fact, there is some doubt about the extent to which these works are read.

A number of solicitation materials do undertake to educate the recipient, either by imparting information or offering advice. Enclosures studded with Braille dots presumably demonstrate embossed print more graphically than mere verbal description would do. One enclosure gives advice to the sighted with 16 quick lessons, another with 35 don'ts, listing in small print mistakes often made in contacts with the blind by the sighted.

It's doubtful whether these gestures contribute significantly toward moulding public attitudes. The negative influence of fund-raising seems to have been exaggerated. Fund-raising also appears to have contributed rather little of an enduring constructive nature toward public understanding of the blind.

My examination of 97 appeal letters, brochures, folders, annual reports and house organs was, with conspicuous exceptions, a depressing experience. Although blindness is surely a grave personal and social problem, it cannot possibly be as dreary as at least one-third of the examples I studied. The protracted stretches of long, earnest, but astonishingly dull prose; the use of type so tiny it could conceivably impair the vision of sighted readtrs if read; the lugrubrious photographs of solemn volunteer and professional workers for the blind and their glum, passive beneficiaries, often printed badly; questionable and irrelevant statements, frequently laced with saccharine-sweet euphemism; the concentration upon internal agency minutia of scant interest to the general reader — all seem to this observer to constitute ineffective fund-raising tracts rather than good or bad public education.

There were, of course, happily distinguished exceptions. Among the fund-raising materials free from all these defects were excellent folders showing and describing services of the Industrial Home for the Blind in Brooklyn, distinctive reports and literature about The Seeing Eye, an admirable brochure issued for the American Printing House for the Blind, and a simple, straightforward annual report of the Florida Council for the Blind. But these better works should be classified as competent, accountable solicitation aids which may well have helped accomplish their immediate financial objectives, rather than important influences upon public opinion and attitudes.

There is one conjecture voiced by several leaders of your field—that unrestrained breaches of taste or principle are more likely to get large sums of money than scrupulous methods of raising it—with which I take issue. One friend of mine likes to say with mock enthusiasm, "Ah, just think of putting a blind Santa Claus on every street-corner!" While I love him for the splendid austerity of his principles (and although Arthur Mayer may have been right when he said that no

showman ever went broke underestimating the taste of the American people) it is doubtful whether any fund-raiser for the blind will automatically net large sums of money (repeat NET, N-E-T) for service programs by simply wallowing in bathos.

There being no authoritative survey of the extent, kinds and effectiveness of public education work about blindness, I have consulted the standard directories to see what articles have appeared on blindness and on the blind in general circulation periodicals over the past five years, to see what books were published on these topics, and made inquiries about what information has been appearing in the press and broadcast over radio and television. The volume of such material for consumption of the general public does not appear large. Several recent books are first-rate. A fair proportion of publicity tells about work of agencies for the blind, the changes in their leadership and personnel, and of their fund-raising campaigns. Creative interpretation of a public relations nature through radio, television and films has been modest in quantity but in their best instances altogether respectable in quality.

Fund-raising obviously requires many more choices affecting public attitudes than the phrasing and production of its appeal and interpretive messages. The mode or pattern of campaign determines what public education is desirable or possible: whether reliance will be primarily on direct mail (a channel least liable to influence public attitudes and behavior, but limiting some excesses because of its exacting economic precipices); whether the agency derives support from federated drives or from independent community campaigns with their separate advance gifts and neighborhood solicitations, special events, benefits or telethons. Among the other key variables are leadership and workers, since who asks for the money will determine what activity and emphasis are appropriate; the personalities of your staff heads, governing prescribed and permissible degrees of recognition, praise, self-criticism and attention to persistent unmet needs; and, not least, the actual human results the agency can justifiably claim.

Agencies for the blind seem to have more experience in giving grants than in getting them from disbursing foundations on the basis of challenging new ideas worth philanthropic venture capital. The foundation applications shown we were unexceptionable, statistical, voluminous and uninspiring. I have been told about other proposals to foundations, dealing with blindness, not made by agencies for the blind, which are closer to the wellsprings of higher competence.

But no matter how you raise your money, or fail to do so, this part of your job will have far less meaningful influence on public attitudes than the actual conduct of the service program. Of course, you don't wait for agency clients to do the telling, but the benefits obtained are the core of the message if it's ever to become epidemic. Publicity, too, is less potent in moulding opinion than is often supposed; whether your scrapbook be shabby or brilliant, sparse or voluminous, it cannot compare with the opportunities opened and the qualitative preparation of blind individuals to use them.

The disclaimers about pity, and the detailed counsel on how not to overpower blind people with ill-considered attentions, aren't really significant influences on public opinion. Many more books, radio and TV programs, magazine articles and newspaper stories, however desirable, will not greatly or speedily change behavior of the sighted majority in their contacts with blind fellow-citizens. These things may make your tasks more gratifying and less obscure, but they cannot possibly do what your agencies are in business for: to reach and to serve specific selected individuals within the larger outside public through working proofs of what blind people need and can do.

Robert Hutchins overestimated the mass media when he called them the "schools of the public." I far prefer Victor Ratner's assertion—in his address before the National Safety Congress last October, on the absorbing subject of "How to Interest People in Things They Don't Want to Know." Ratner (a former vice-president of NBC, CBS and Macy's, N. Y.) says that our mass media, our so-called "major media of communication," are relatively minor media when it comes to moving serious ideas into the heads of people. Mass media can entertain and they can merchandise superbly. But to gain more complex and serious decisions affecting human behavior than selling cosmetics or tobacco,

their use is at best a helpful catalyst for the morale and receptivity of people who must educate themselves, aided and consummated by face-to-face contact with those who care enough to influence them directly.

Fund-raising can and does help influence public opinion and attitudes as a kind of avenue for recruitment in so far as it succeeds in awakening personal interest and in involving people in doing something they might not otherwise do. The March of Dimes set in motion enough people so that when one of the results it helped make possible—the Salk vaccine—became available, there were more cooperation and acceptance than if there had never been a series of Mothers' Marches to get many millions of dimes and dollars. But the medical profession and public health agencies are still faced with a massive job of persuading people to get their three Salk shots.

Specialists who complain of the evil influences that fund-raising for the blind exerts upon public attitudes credit fund-raising activity with far greater influence than it has. Their complaints blossom from a gross oversimplification of what public opinion is, what individual attitudes are, and what public education can be. You aren't going to educate everybody, or mis-educate them, not even if you had totalitarian control of all the media of communication and all the money in Fort Knox to buy publicists.

The abler leaders of work for the blind have long known that each agency must diagnose its targets: the blind themselves; the parents of blind children; the families of newly-blind young, middle-aged and older adults; the school boards, superintendents, teachers and those who teach teachers; the particular employers in industry and commerce; the particular lawmakers and appointed officials, who have related assignments and responsibilities and so on. Then there is inescapable legwork and homework on what these target people care about, to do their own jobs well.

While philosophy has its enduring place, so also do specific investigation, recommendation, demonstration and action. In the history of most special fields, smallest agencies with the most modest budgets and most difficut deficits often wield the greatest ultimate influence upon opinion, by pioneer actions and methods breaking new ground. Fund-raising enjoys only an auxiliary if necessary role. Yes, there's an elementary and obvious interdependence with program. But it's essential job is simply to raise funds, no less and no more.

PAPERS PRESENTED AT TUESDAY EVENING GENERAL SESSION

EDUCATION FOR THE COMMUNITY ON REHABILITATION SERVICES FOR THE DEAF-BLIND PERSON

PREFACE

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One of the great satisfactions of working for the rehabilitation of the disabled is association with persons whose dedication is profound, whose insight into the problems of disability provides a deep understanding of what can be done, whose perception is of the kind that leads to appropriate action, and whose courage is unflagging.

These are the kinds of persons who have here brought their powers to bear on the specific problems of the deaf-blind. In the production of this manual — a pioneering guidepost to a comprehensive program of rehabilitation for the deaf-blind — and the monographs that vividly describe the methods, procedures, and results of the studies on which it was based, there is a towering contribution to the welfare of these most severely disabled persons.

For many years we have realized that deafness with blindness is one of the most baffling disabilities of all. It was difficult to have sympathetic understanding about deaf-blindness, because of the lack of a means of communication. We can place ourselves in the position of the blind, and that of the deaf, for we can communicate with them readily. But, as Peter Salmon points out, deaf-blindness is not just two disabilities in the same person. It is a separate disability, whose treatment requires a special kind of understanding, enduring patience, and a workable means of comunication. Now that there is developing a practical way to reach into the minds of these most severely disabled persons through the sense of touch, a principal barrier to understanding their needs has been breached, and there will be smoother running now toward the goal of their rehabilitation.

The speed with which a comprehensive guide for the rehabilitation of the deaf-blind has been developed is almost startling. When we realize that half a century was required to implant successfully in the public consciousness the idea that another way of life was open to blind persons beyond that of dependency on family or friends, or even that of mendicancy, we can appreciate the signifi-

cance of the fact that for these more severely disabled, the deaf-blind, there has been found a path to rehabilitation in less than half that time.

It is most interesting that those who conducted the two-year study, on which this endeavor is based, recognized that a primary problem in rehabilitating the deaf-blind was the allaying of fear. The fear was not one-sided. There was fear among the deaf-blind that their disability placed them automatically on a fringe of society from where there was little chance of escape, a place that bred withdrawal and stolidity. There was fear among rehabilitation workers — who were intensely willing to try to help these persons — that, because of a lack of guideposts and tools, they were inadequate to cope with the special problems inherent in deaf-blindness.

As is true in so many cases, the removal of fear requires only understanding. The preliminary steps to understanding, so far as the deaf-blind person is concerned, are the building of confidence and trust in the friendliness of the rehabilitation worker, of assurance that someone is interested in him as an individual. Thus, the first handclasp and the first word are more than greetings. They are the first links in the rehabilitation process. By their very warmth, they can light the glow of hope that is essential to every successful rehabilitation, but so very vital to the rehabilitation of those persons who neither see nor hear, and who must concentrate practically all of their attempts to communicate on their sense of touch.

And, with the first handclasp, the rehabilitation worker should begin to understand that the stolidity which usually becomes a characteristic of the deaf-blind will melt away under the light of friendliness, to reveal their intensely human qualities and their potentialities for improvement.

The authors of the monographs, as could be expected, have underlaid their thought with this theme. In each of the studies there is somehow and somewhere conveyed the feeling of the author that deaf-blind persons are not different from others except for a handicap whose effects may be reduced. So long as a deaf-blind person has intelligence, so long as his other physical faculties remain, there seems to be the greatest optimism among the authors that many of the hopes of the deaf-blind can be realized.

It is properly emphasized that the greatest needs are for patience, for persistence, and for understanding. It is not likely that anyone reading these monographs will miss the emphasis on a truism in rehabilitation, that no two disabled persons are alike, or can be treated alike, any more than can any two of our friends or acquaintances. Those who prepared the reports on the social side of rehabilitation of the deaf-blind did not miss that point, nor did any of the others fail to imply it.

The technical aspects of rehabilitation of the deaf-blind are well covered in the study. The necessary medical requirements, the special requirements of otology and opthalmology, the matter of psychological examination in the absence of rapid communication, those of vocational adjustment, recreational needs, and social growth and adjustments are adequately treated by qualified persons.

Especially interesting is the monograph dealing with communication methods. The development of the International Standard Manual Alphabet is of paramount interest, for it appears to be endowed with the simplicity and the readiness that should make it universally valuable.

All of us who work in rehabilitation will agree that it is complex because there are many objectives that can be reached by disabled persons in many ways. In vocational rehabilitation there is wise legislation that permits especially constituted State agencies to operate within reasonably flexible frameworks, and with a specific common objective — to place disabled persons in gainful employment after appropriate preparation and training.

In other phases of rehabilitation, however, there is not the same legal basis, or such a specifically sought objective. A philosophy of rehabilitation has been enunciated by many persons. Most of them say, broadly, and in different ways, that rehabilitation has the objective of providing services for the disabled that will help them to help themselves to their fullest potentialities for whatever satisfactions they want in life, and are able to attain.

In essence, that is the objective we all have,

including the deaf-blind. And, in general terms, the purpose of this study is to enlarge the entrances to opportunity for the deaf-blind to reach their goals. The added difficulties inherent in their rehabilitation are not minimized. There is emphasis that special qualifications and special training will be required of personnel engaged in this phase of rehabilitation; that in many cases, to cope with these disabilities on a national scale, many services must be provided in rehabilitation centers equipped and staffed appropriately for this work; that rehabilitation of the deaf-blind throughout sparsely-settled states presents added problems of distance.

Certainly there is a great deal of commendation due to those persons who conceived the study, and carried it through. The history of the project, and some of the immense hurdles that were cleared, are described by other persons.

The role of the Office of Vocational Rehabilitation in this magnificent achievement was to subscribe to the hopes and beliefs in its objectives by assuming part of the costs through the grant program that the Office administers. It has been one of our happiest undertakings. I am sure that the National Advisory Council, whose recommendations are followed in the awarding of grants, shares my hope that the light it throws on the early aspects of a most difficult problem will continue to spread over the area that must be covered.

(This paper was read by Louis H. Rives, Jr., Acting Chief, Division of Services to the Blind, of the Office of Vocational Rehabilitation).

YOUR COMMUNITY AND ITS DEAF-BLIND POPULATION

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Progress made in implementing our democratic philosophy of equality of opportunity for various groups suffering serious disability has been uneven. To a considerable degree this program has been related to the incidence of a disability and its amenability to treatment. The latter is only partially dependent upon the character of the disability — of equal importance is the knowledge available to those interested in or responsible for aiding the individual. The significance of these factors has been noted in a recent publication by Dr. Waterhouse as follows:

> "Fortunately, the number of deaf-blind persons is relatively small. This good fortune is for the many who have been spared the loss of these two senses, for the very smallness of the group intensifies the problems of those within it. If there were as many deaf-blind persons as there are deaf or blind or crippled, then programs, both of services and of research, comparable to those that exist for these larger groups would no doubt have long since been established for the deaf-blind also. When numbers are below a certain level in a community, organized programs of service are scarcely feasible."

While we recognize that Dr. Waterhouse's statement accurately reflects the facts as they exist today with reference to both specialized research and certain types of specialized services, it is my thesis in this brief talk that there are in fact a substantial variety of important services available to every deaf-blind person in the United States whether he lives on a farm, in a small town or in a metropolitan area.

In considering the development of ser-

vices for deaf-blind persons, it is imperative to recognize that their basic needs as people are identical with those of their peers in the general society. This coincides with the view of Mary Switzer. It is only in relation to these common human needs that meaningful specialized services can be provided to compensate for the disabilities that accompany their distinctive handicaps. Thus the needs of deaf-blind persons may be classified in general terms as follows: income maintenance; health maintenance and rehabilitation; education; social, creative, and recreational opportunities; and personal counseling. An inspection of this list reveals that it encompasses areas of service that are provided in most communities for the general public.

While not minimizing the need for highly specialized services to meet the unique and substantial problems that are associated with these serious sensory losses, I am suggesting that much can be done to enhance living for deaf-blind persons by local community agencies. For example, in the rural county where the only agency is the public welfare department, not only can the immediate needs in the area of income maintenance be met, but by referral the all important medical, vocational and rehabilitative services may be started by utilizing local, area, or state-wide resources. With these basic diagnostic and treatment procedures under way, it may be possible within a relatively short period of time to give consideration to the practicability of referring the deaf-blind individual to a specialized rehabilitation center.

In addition to the above, the local public welfare worker or the counselor for the state rehabilitation agency normally provides meaningful service for the client and his family by the simple process of carrying a share of the responsibility for ameliorating problems that are always serious and frenquently, to the family, appear insuperable. A final example of a simple, but meaningful, manipulative service that can normally be provided in every community is the use of one or more volunteers to help break the social isolation that all too often engulfs the individual deaf-blind person. This process can be facilitated by utilizing readily available communication guides.

In urban communities the above type of services may be supplemented in a variety of ways. The type of service utilized and its effectiveness will depend, not only upon the needs of the deaf-blind person, but also upon the readiness and ability of the resource to extend its service. It is necessary to recognize that, at this time, the majority of personnel in the fields of social welfare and rehabilitation do not consider themselves capable of making a significant contribution toward resolving the problems that confront individual deaf-blind persons. In most communities, the resources available will become truly available only if a "specialist" assists both the agencies and the deaf-blind individual to work together. The specialist referred to here will most likely be a professional member of the staff of an agency for the blind, who, because of his specialized interest and knowledge, will be able to function as an advocate for the deaf-blind person and as a professional consultant to his colleagues.

Another example of one of the community services that can most readily be extended to a significant number of deaf-blind adults is sheltered employment, either in a workshop or through industrial homework. The value of this and other local services may often be enhanced if they are provided *after* the individual has had the benefit of rehabilitative services provided at a rehabilitation center.

While recognizing the potential value of these local community resources, it is necessary to emphasize that the deaf-blind persons need for intensive and highly specialized services is such that, in many instances, he can best be served by referral to a rehabilitation center equipped to serve individuals with this double handicap. The center utilized should be one that has a full complement of professional personnel that range from social casework to psychiatrist, and from travel orientor to Braille instructor. In addition, the center should number among its personnel individuals who by special training or experience are equipped to serve deaf-blind persons.

The importance of utilizing a rehabilitation center is understood by the following:

1. Only in such centers is there the likelihood that there will be mobilized the large variety of professional services needed by a majority of deaf-blind individuals.

2. The tempo of service provided is such

as to insure an optimum rate of progress toward rehabilitation goals. The importance of this will be self-evident to all those familiar with the debilitating effects of dependency and isolation.

Whether or not deaf-blind persons in your community receive the services they need in large part depends upon you who staff and direct state and voluntary agencies offering specialized services for blind persons.

A FIVE-MINUTE JOURNEY WITH NEW DEVELOPMENTS FOR THE DEAF-BLIND IN THE UNITED STATES

Annette B. Dinsmore, Program Specialist
Services to the Deaf-Blind

American Foundation for the Blind, New York, New York

When I first saw the topic assigned, I thought it might mean a swift journey into outer space, but even in these days of high-powered propulsion, a five-minute journey must still be somewhat limited! However, we shall try to touch some of the highlights in recent developments for deaf-blind people.

Perhaps the most encouraging sign, one which we at the Foundation find reflected in correspondence and through inquiries made in various parts of the country, is the awakening interest on the part of the general public, as well as professional workers, in the fact that we have a population of deaf-blind people. It is too soon to estimate how long it will take for this initial awareness to blossom into full recognition and understanding, but at least we have a start in the right direction.

Some of the factors which have begun to make an imprint in the last several years have been newspaper and magazine articles about deaf-blindness, television dramatizations and radio interviews. In addition, the impact of the panel presentation to the 1957 convention of this organization cannot be overestimated. This panel included a group of deaf-blind men, members of the Committee on Services for the Deaf-Blind of the World Council for the Welfare of the Blind. Each of these men spoke in his own right, presenting his subject with poise, clarity and a sparkle of humor that captivated the audience. No amount of discussion from this or any other platform can create the significant impression portrayed there that evening.

Another factor which has been, and will continue to be, an influence across the country is the two-year study just completed in Brooklyn by the Office of Vocational Rehabilitation in conjunction with the Industrial Home for the Blind. This study points the way for developing effective service for deaf-blind clients in other areas, and one such program was started in Minneapolis over a year ago. A number of disciplines were brought together within the OVR-IHB study group, and, as a result, the program at IHB has been strengthened by casework services for deaf-blind clients, psychological evaluations for them, and professional group work activities.

The social, economic, occupational and recreational needs of deaf-blind people continue to present urgent problems with the inherent difficulty of communication permeating each — this being the isolating factor that must be reckoned with in *all* instances. Through findings of the Committe on Services for the Deaf-Blind of the World Council, and through further research, there is hope that more uniform methods of communication will become universally accepted. The mechanical device, Tellatouch, developed

by the American Foundation for the Blind, has now celebrated its fourth birthday, and there are about 200 machines in use throughout the United States and Canada. These machines are especially effective for emergency purposes.

On last summer's panel we discussed in some detail developments in the education of deaf-blind children, and pointed out the encouraging progress that has occurred within the last five years — progress which needs continued implementation. During this past year, we have placed a good deal of emphasis upon the question of parent counselling and the need for professional services within related disciplines for children in the preschool period. The first course of study presenting this subject was held at Syracuse University the first three weeks in July. It was sponsored jointly by the American Foundation for the Blind and Syracuse University. Specialists from the fields of speech and hearing, education, psychiatry, psychology, pediatrics, social work, and so forth, made valuable contributions to the subject as a whole. It would take more than the five minutes alloted to give you full details here, but we were all pleased with the outcome of this initial effort.

In order to determine the nation-wide effect of the various influences named above, and also to promote additional research, the American Foundation for the Blind plans to launch a campaign this fall to survey the characteristics of all deaf-blind and hard of hearing-blind persons in the forty-eight states and the District of Columbia. (It would be premature to include the forty-ninth state at this time). We hope to obtain accurate and complete information which can be coded and processed through the IBM system to show how many deaf-blind people have been rehabilitated, how many are currently employed, how many of these fall within various age groups, and what are the specific characteristics according to age at which each impairment occurred. A breakdown can be made according to calendar years to show trends, if any. Health and welfare agencies, agencies for the blind, the deaf and hard of hearing, as well as schools, will be approached through initial mailing and follow-up correspondence. Many of the details have yet to be worked out, but we are hoping for full cooperation, and estimate that the survey can be completed in approximately a year and a half to two years.

In the meantime, the services offered by the Foundation reflect the needs of the field, if and when requests are made clearly to us. Would it be helpful for us to give special consultative help in vocational and adjustment training? Would it be helpful for us to give special consultative service in placement? We have included a small allowance for this in our budget for the last few years, but have had to date only three requests. If we know what you want, we can make every effort to gear our program accordingly, but we must plan well in advance at least three months prior to the beginning of any given fiscal year which starts July 1.

We do not want to sound like a radio program requesting postcards, but let us hear from you. We cannot promise to fulfill your requests. We cannot promise to work miracles, but we can promise to try our best.

INTRODUCING THE DEAF-BLIND PERSON TO SERVICES — COMMUNICATION AND RECREATION

Louis J. Bettica, Director, Services for the Deaf-Blind
Industrial Home for the Blind, Brooklyn, New York

Some of you may have been present at the last two AAWB Conventions, and, if you were, you may have attended the meetings on the deaf-blind. These meetings and the finding of the IHB-OVR Study Project have clearly pointed out several important factors about deaf-blind persons.

We have seen people who are deaf-blind

leading successful and purposeful lives, and even leading happy lives despite the shattering impact of this handicap, and we have been brought face to face with the fact that communication is the key that provided this for each individual. An efficient method of communication is necessary between each deaf-blind person and his immediate society in order to enable him to have the opportunity of achieving any success and to help to bring out the greatest potential that lies within him.

Consequently, we cannot think about rehabilitation for a deaf-blind person until we consider communication — for communication is the starting point and the persistent problem of deaf-blindness; it is the opening wedge to new experiences and to sharing human relationships with others; it is necessary in order that a deaf-blind person might take part in social, vocational counseling, psychological, and other services, and in providing him with the opportunity to participate in his own planning.

Without communication, there can be nothing but a life of deprivation, isolation, and vegetation, often leading to institutionalization. Then, this is the obstacle with which each deaf-blind person is confronted at a time when he is less capable of overcoming problems of such magnitude. Therefore, this is the challenge that society in general and professional workers in particular must recognize and accept for the purpose of providing him with the opportunity of benefiting from the various services at a time when he needs them most.

The AFB, in cooperation with the Western Conference of Home Teachers, and realizing the need for information, issued a publication in 1953 entitled METHODS OF COMMUNICATIONS WITH DEAF-BLIND PEOPLE.

The IHB will publish a monograph entitled COMMUNICATIONS — A KEY TO SERVICE FOR DEAF-BLIND MEN AND WOMEN, REHABILITATION OF DEAF-BLIND PERSONS in cooperation with the Federal Office of Vocational Rehabilitation. This monograph will be released within the next few months and will contain a wide variety of communication methods. Many of these methods can be learned quickly, but our American one-hand alphabet, which is considered by many to be the mose efficient and is a widely used method, although easily and quickly learned, is difficult to "read back." The IHB has published cards which illustrate this method in alphabetical order as well as in groupings of letters of similar characteristics to facilitate learning.

Although the American one-hand manual alphabet may be often considered the most efficient, I strongly state that this method *must not* be forced upon all deaf-blind people. In many instances, the print-on-the-palm method may be the one most suitable for the deaf-blind person and his family and friends. The IHB has also published cards illustrating the method of printing the alphabet that was agreed upon by the Committee on Services for the Deaf-Blind of the World Council for the Welfare of the Blind, and is now pending approval by the World Council's Executive Committee.

Time will allow only the following few suggestions that may be helpful to you who are about to contact a deaf-blind person for the first time:

Check his background for clues. If he went to a school for the blind, he will most likely know Braille and can speak. If he went to a school for the deaf, he will most likely know the manual alphabet and/or print, and he may have understandable speech. The person who becomes deaf-blind later on in life will know print and will have speech.

Several non-manual devices, such as the Tellatouch, alphabet plates, boards, and gloves, are useful aids and should be standard equipment in any agency likely to serve a number of deaf-blind people.

Just a reminder that if the deaf-blind person cannot speak: It is quite possible that he can write or use a typewriter. Regardless of the method you use, it will take time to gain speed and efficiency, and it may be necessary to phrase your sentences in two or three different ways before you are sure that he fully understands. Short sentences and words are advisable until you feel he is ready for longer ones. The majority of the deaf-blind people whom you meet will be extremely anxious to "talk to you," despite the fact that this may not be apparent at the first or second meeting. There are probably two main reasons for this:

1. It is quite possible that he has been inactive for so long that the communication

pattern has been forgotten; or

2. It must be remembered that others have seen him before you, only to shake his hand, maybe try a word or two, see him once or twice, and then forever move out of his life.

It is my feeling that initial contacts must have one major purpose, and that is to demonstrate to him that you are there to work with him; and, in so doing, you will be able to establish the rapport so necessary in successfully carrying out future planning with him. Show him that you are not afraid of him, nor repelled by him, and this can be done with a friendly and not "a cold-fish type" handshake. It must be stated here that emotions and attitudes are not hidden from the hands, as they can be by trained facial expressions and a glib tongue.

Modern-day electronic inventions and that priceless commodity called imagination are about to present to the deaf-blind person opportunities of communication hitherto unconceivable. At the last conference, we were given information about the Braille telephone now being used by Dr. Gerrit van de Mey of Holland. At the present, time, the Hadley Tactaphone is being used by Dick Kinney. This is the special earpiece attached to the earpiece of a telephone that enables a deaf-blind person to communicate with another person by feeling the dots and dashes of the Morse Code that are being "sent to him" by the person using the dial as the sending device. Number one is dialed for the dot, and number four as the dash. At the IHB we now feel that we are on the verge of solving the door-bell problem, and we are also investigating the possibilities of deaf-blind people receiving news broadcasts sent through short wave radio by Morse Code.

Recreation is one area of service that can give to the deaf-blind person the opportunity for social intercourse and self-satisfying experience, and this is a service that can be available to him almost immediately, provided he receives the necessary personal attention from a professional worker or a capable volunteer.

Experience at the IHB shows us that a start can be made with standard games, such as checkers, dominoes, cards, etc., at home or in a controlled environment, constantly leading toward more complex activities, such as parties, bingo, rowing, bowling, fishing, etc. Here again, with a little imagination, the types of activities are limitless. Recreation for deaf-blind clients at the IHB has been in existence since the inauguration of the department more than thirteen years ago, and we are continuing to investigate and to add new activities; but most important of all is the fact that the deaf-blind persons themselves are playing a major role in the planning of special events and parties by being active planning committee members.

A few statistics of the IHB's recreation program are as follows:

Weekly events and number attending: social meeting 16, swimming 11, bowling 5.

Monthly events and number attending: club meeting 21, bingo 18, fishing 9, roller skating 14.

Special events and number attending: circle dancing 22, Halloween party 30, yearly party 44.

To some of you these figures may appear small, but in order to see them in their proper perspective it must be pointed out that it seems quite certain that no other agency can duplicate these figures; but what is disturbing is the fact that, at the present time, all of this country's resources put together may not be providing similar services to deaf-blind persons to such an extent.

Whether in recreation or any other of life's endeavors, this paper is not written to tell you that a method of communication will always mean success for every deaf-blind individual, but Communication and outlets for its use will mean that each person will play a major role in planning for himself the road that he will travel. If he and those around him work and think in a positive fashion, then and only then, will he be a full participant in harvesting the richness of life that this country can give, and, what is more, he, like those at the IHB, can become a useful and contributing member of society.

A FEW SIMPLE RULES FOR OBSERVATION AND STANDARD TESTING OF THE DEAF-BLIND CLIENT

Jacob Rothschild, Ph.D., Senior Clinical Psychologist
Industrial Home for the Blind, Brooklyn, New York

To the psychologist who is accustomed to use his skills with blind clients or with subjects of other groups of physically handicapped persons, a psychological examination with a deaf-blind client may at first seem to be a task which could hardly be accomplished. However, psychological services to deaf-blind clients may be a case in point which can demonstrate that, with some modification, approaches of services can well be adapted to this group of clients. These modifications may, after some initial experience, be termed as secondary and are definitely within the realm of the feasible, as the OVR — IHB project has shown.

Whatever adjustments the psychologist has to make, they appear to concern more the surroundings and general conditions of the psychological examination, rather than the application of the actual techniques. Some essential requirements for the psychological examination with the deaf-blind clients would be:

1. The securing of comprehensive background information on the client, to include reports on his schooling, on services which have been extended to him, history of handicaps, etc.

2. The determination of the modes of communication with which the client is thoroughly familiar and making adequate preparations for their implementation at the examination, i.e. to have an interpreter available if this is necessary, to have the equipment ready which will have to be used, etc. (For more detailed description of the available methods, see: A MANUAL FOR SERVICES TO THE ADULT DEAF-BLIND, Vol. I., published by IHB in cooperation with OVR.)

3. To ascertain the full comprehension on part of the client of each test item and to assure that he has understood what he is expected to do, before the actual scoring of items is begun. This may necessitate the introduction of a larger number of "sample" questions than may be usually the case.

4. To integrate thoroughly the findings of the psychological examination with those of other services to the client, and to interpret them with full consideration of *all* the conclusions which were obtained.

5. To prepare for and to assure a most comfortable examination-situation in which an optimal rapport between client and examiner can be attained. While this is a requirement for any psychological examination, it is particularly meaningful in connection with administering psychological tests to deaf-blind clients.

When compared with other services to deaf-blind clients, the psychological examination may have a somewhat different position because there is no substiute for the direct communication between client and psychologist. Information cannot be secured from other persons, but only from the client himself, and thus the full success of the examination will depend on how well the examiner can meet these requirements and how well he can create the proper relationship with the client.

The place which has been assigned to the presentation of these remarks within the program of this evening tends to point to how important it is that the psychologist sees himself as a member of a team who is serving the deaf-blind client. Only if this cooperation is emphasized will the examination yield those results which it is meant to elicit and supply a helpful share in planning for the rehabilitation of deaf-blind clients.

As to the more technical aspects of the administration and interpretation of psychological tests, reference is made to those parts

of the MANUAL (Vol. I and IV) which deal with these points. Since the population of deaf-blind clients who will come to the attention of psychologists will necessarily be small in number, it is not likely that sufficient statistically relevant cases will be available to attempt a standardization of special tests particularly designed for use with deaf-blind clients. Hence, the approach of further adaption of existing tests to the special needs of this group of handicapped persons would seem the feasible one.

In serving deaf-blind clients, the determination of a potential for the employment of personal resources, and with it the successful use of rehabilitation facilities, is probably the paramount question of all those who are involved in such planning. Psychological examination would seem to take a primary position in this determination. It has the tools to investigate such a potential in direct contact with the client and to obtain first-hand evidence. Even if the findings should not be considered as the absolute final ones, they still would appear to bear more validity than conclusions which were based on impressions collected from persons who surround the client, rather than from himself directly.

In serving and in planning the rehabilitation of a deaf-blind client, there may be a certain danger to stereotype the "deaf-blind person" by seeing him as presenting the symptoms of a "known" handicap which are conceived as equal with or very similar to those of other deaf-blind clients. The psychological examination will be an important approach which can dispel such impressions and will come up with the description of the individual and the emphasis on his personally-individual characteristics.

Finally, the need for meaningful interpretation of the findings of the psychological examination to the deaf-blind client should be mentioned. He cannot be expected to have the knowledge about and the comprehension of the significance of psychological tests. Thus, both the nature of the examination conditions as well as the results which it elicits will have to be presented in a special light to him. Some of this will have to be done preceding the examination and the balance after it has been concluded. It seems particularly important that he be given the opportunity to learn of what the results of this examination have presented, possibly also how they were arrived at, and which significance they have for future planning. This experience may well be the first one which he ever had to learn about himself on the basis of objectives data which were arrived at by his direct participation.

VOCATIONAL PROGRAMS FOR THE DEAF-BLIND — RIGHT NOW

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Professional Training, Industrial Home for the Blind
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The major finding of the vocational section of the IHB Deaf-Blind study is that deaf-blind persons, in many cases, can be helped to become placeable. This investigation indicates that, in a population of 63 deaf-blind adults, more than half of them were earning their own living. The implications of this finding are compelling and urgent.

Whatever the reasons for local procrastination and delay in initiating vocational programs for deaf-blind persons, the question of feasibility is answered. If a local or state agency is concerned about whether deaf-blind persons can benefit from a vocational rehabilitation program and can become self-sustaining citizens of their communities, these fears can be laid to rest. In fact, if we have learned anything from the IHB Study of Deaf-Blind Persons, it is that there is no justification for any deaf-blind person failing to receive the

vocational services which may enhance his placeability. In most sections of the country, vocational services are not at the disposal of deaf-blind persons. The time for a change is right now.

Why now? As a result of the IHB Study, we have incontrovertible evidence concerning the vocational feasibility of the deaf-blind adult. A review of the facts reveals:

Of the 63 deaf-blind persons studied, 35 were employed. This represents more than half of the total population, and more than 70 per cent of the men in the group.

The deaf-blind persons who were not employed were mainly women, older persons, and deaf-blind individuals having other physical, mental, and emotional handicaps.

The large majority of the employed group were employed in special workshops. However, four of the members of the population were employed in industry. Those employed in competitive enterprises tended to have the following characteristics:

They had useful partial vision.

They were able to travel independently.

Despite the decline in vision, they were able to continue in a familiar occupation.

They were able to communicate readily with seeing and hearing persons.

They had good work histories. Their work experience was gained largely from work performed as deaf and seeing persons. However, the decline of vision had not yet disturbed the customary career pattern of the individual.

They weer well-integrated persons, facing their problems with resourcefulness and courage.

The group which was employed in special workshops had satisfactory work records. Research revealed that in the following characteristics of job performance they equalled or exceeded the norms of blind hearing workers on similar jobs:

Quality of production.

Quantity of production.

Attendance.

Punctuality.

Piece-work earnings.

Accident rate.

Relationships on the job.

In two instances, the performance of deaf-blind workers fell below the norms of blind hearing workers:

Transferability from job to job as the needs of the shop require.

Learning rate. In some cases, deaf-blind workers required a longer period of training on new operations.

In balancing these factors, it was clear that the deaf-blind workers, as a group, were highly satisfactory workshop employees. In such intangible areas as work motivation, morale, loyalty, and persistence, they were superior. It should be noted that, after initial training, they required a minimum of special services and supervision.

The details of the vocational adjustment of deaf-blind persons in workshops and competitive industry may be found in a monograph on that subject published by the Industrial Home for the Blind as part of the series of publications issuing from the Deaf-Blind Study. The crucial fact for the immediate discussion is that there can no longer be any doubt about the possible placeability of deaf-blind persons. The statistics of the IHB study strongly support the thesis that deaf-blind persons, with special professional services, can be economically useful and self-sustaining.

Some of us may question these findings on the basis of the fact that IHB has a program for the deaf-blind which is especially keyed to serve the needs of this group. The IHB does have such a special program and it has relevance for this discussion.

In the first place, 8 of the 35 employed deaf-blind persons in this population were employed by workshops which have no special programs for the deaf-blind. With consultative help and/or minor adjustments in their programs, these workshops were able to integrate deaf-blind persons into their work force. In fact, in several instances, the workshop in which one or more deaf-blind persons found employment was one which did not specialize in service to the blind. In other words, it was possible for a community agency to absorb a deaf-blind person into its vocational program, including workshop placement, despite the fact that it did not have a special program for them.

This finding has vast implications. Without delay, it seems probable that agencies all over the country can embark upon sound programs of vocational services to the deaf-blind individual without further inquiry into the possi-

bility of such clients fitting into the workshop. A local agency can start right now: the tools are available; the pattern is formed; and interested agencies stand ready to provide consultation and staff-training.

How can your community start?

The point of origin is attitudes—your own attitudes. The fuel which will make your program a reality will be your belief in the potentialities of deaf-blind persons. If you can catch something of the spirit of this research team and its zeal to open opportunities for deaf-blind persons, you already have a splendid point of embarkation. If you lack faith in the capacities of deaf-blind persons to live useful lives, a successful program is unlikely. If the results of the IHB Study have not been convincing, observe some deaf-blind persons at work, in recreation, and in social relationships. Contacts with this group have modified the questioning attitudes of many observers.

If you can come to believe in the vocational possibilities for deaf-blind clients, you may have to sell these ideas to your community. Fundamentally, your deaf-blind clients are residents of their home communities and, as such, have all the rights and desires to remain in these communities with friends and families. There is no overpowering reason why deaf-blind persons have to be segregated or institutionalized. When your community has become conscious of the problems of its deaf-blind citizens, and feels ready to accept your leadership in serving them, you may be on the verge of getting your program off the ground.

Many deaf-blind persons require lengthy periods of training in such areas as mobility, communication, prevocational training, social relationships, work habits and attitudes, vocational training, and self-care. Coupled with these services, there may be a need for assistance with emotional problems, requiring casework and counseling. At the moment, the provision of such training to a deaf-blind person may seem to be beyond the scope of your own program. In some parts of the country, regional rehabilitation centers for deaf-blind persons have been or are being created. For example, clients from the Northeast and the South have tended to be referred to the Industrial Home for the Blind. The Minneapolis Society for the Blind has taken leadership in its section of the country. As a result, you may want to consider sending the deaf-blind person for rehabilitation service to a specialized center. At such a center, he may receive the highly organized team services and intensive training which are essential to individuals facing the complex life adjustment problems of deaf-blindness.

While the client is in training, your own agency will have a vital function to perform in the community, preparing the family and others to re-integrate him. You may have to work with your own workshop staff to pave the way for the client's entrance into your shop. Ultimately, you may have to approach industry to find an industrial placement for a deaf-blind person who gives promise of success at this level. Your caseworkers may have to work with the family and others, interpreting the client's new status and improved abilities. In any event, the AFB or the IHB will be able to offer the benefits of their experience to you.

A bottleneck in your program may be the necessity of having at least one person on your staff with training and experience in service to the deaf-blind. For those who need a comprehensive and intensive introduction to the area of service to deaf-blind persons, the IHB Program of Professional Training in the Rehabilitation of the Blind offers an organized curriculum of training and field experience. For those who, by reason of previous training and experience, need a brief orientation to service to deaf-blind individuals, the IHB may be able to arrange an individually conceived program of training spanning several weeks. In either case, the person designated by your agency will receive practical as well as theoretical training.

In this paper, an attempt has been made to stimulate the workers in our field toward rethinking the vocational potentialities of the deaf-blind person in the light of the IHB Study. The major effort has been to give the professional worke and the administrator a sense of urgency about the problem. Literally hundreds of deaf-blind persons are sittting in the shadows waiting for help. The tools of this help are now available. Most of the difficulties in using thees tools can be eased. The time to serve the deaf-bind person vocationally is not tomorrow. It is right now.

LEARNING THROUGH BRAILLE CORRESPONDENCE — A FRIENDLY OPPORTUNITY FOR DEAF-BLIND ADULTS

Richard Kinney, Instructor
Hadley School for the Blind, Winnetka, Illinois

Good evening, everyone!

Many a speaker has risen with the remark that he hopes to make three points. I'm more ambitious: I hope to make three circles, trusting that by the time I'm through, we won't all be going around in them. Specifically, I refer to the three concentric circles of communication in which a deaf-blind person may well live.

The first circle is that of direct, personal conversation, a circle limited to the length of one's arm. That is, one must be close enough to touch another person in order to use the manual alphabet or one of the other tactile communication methods.

The second circle is that of the newly developed Hadley Tactaphone—the modified telephone receiver enabling a totally deaf or deaf-blind person to receive Morse code by touch as transmitted by dial clicks from *any* other dial phone in the area.

We have a model of the Tactaphone here on the platform tonight, and you are cordially invited to come up and examine it after the program.

Yet, if a deaf-blind person's circle of direct conversation be estimated at 25 inches and the Tactaphone circle at 25 miles, the third circle—that of Braille correspondence—must be rated at 25,000 miles, the circumference of the earth itself. Long aware of this fact, deaf-blind people are surely the world's most prolific pen pals. Two magazines for deaf-blind readers, one in the United States and one in Great Britain, are made up largely of correspondence. Deaf-blind people are members of international correspondence clubs that circulate canvas cases of letters in round-robin fashion. And deaf-blind people have long found the home-study courses offered by the Hadley School for the Blind, Winnetaka, Illinois, a friendly way of learning through Braille by mail.

When a deaf-blind person writes to Hadley for information, we send him a Braille bulletin listing the seventy-odd home-study courses we offer—everything from fifth grade arithmetic through a complete high school curriculum and several college courses. When the student has filled out an application form and a study program has been decided upon, we send him his textbooks and lesson assignments in Braille. The student submits his lessons in Braille, typewriting, or script, but his Hadley instructor replies in personalized Braille letters. As the Chinese say, one picture is worth a million words. Let me save a few million by offering quick snapshots of several deaf-blind Hadley students.

Here in Pennsylvania some years ago, a cultivated lady became deaf-blind in middle life. For years she faced depressing frustration as she struggled to find a creative outlet for her active mind. Eventually she enrolled for our course in short story writing, and did such excellent work that today she is a part-time teacher on our staff, correcting English lessons in her Pittsburgh home. I might add that she is doing a splendid job.

In a South Dakota nursing home, a lonely deaf-blind woman is improving her mastery of Braille through study with Hadley. We have put her in contact with the magazines for deaf-blind people, so that she is acquiring a much-needed group of letter friends, as well as new interests in library reading.

In Michigan, a deaf-blind man began studying Hadley English courses in order to act as secretary of a local club for deaf-blind people. Today, four years later, his English is still

improving, his club still growing, offering a chance for social recreation to doubly handicapped people throughout the Detroit area.

Back in 1944, a blind Ohio college student became deaf during his sophomore year. This young man continued his studies by taking courses from Hadley until he returned to college in 1951, earned his degree in '54, joined the Hadley staff as an instructor in English, and appeared tonight on an AAWB platform. Yes, you've guessed it—I am speaking of myself, for I was Hadley student for years before I became a Hadley instructor.

Perhaps I have said enough to illustrate that education is much more than a simple acquisition of facts or even mastering of skills. Fundamentally, it is an awakening of the desire to learn, a realization of one's own human potentialities. Three hundred years ago, John Milton wrote "They also serve who only stand and wait." But our job today, yours and mine, is to show deaf-blind people that they need *not* merely stand and wait, that they, too, can participate actively, can build up those inner resources that are the only true compensation for a physical handicap. As members of the AAWB, we are not our deaf-blind brother's keeper, but his awakener, stimulator, encourager!

Do you know some deaf-blind person in your area who is shut out by a circle of isolation? If so, let's take our line from a modern poet, Edwin Markham, who wrote: "But love and I had the wit to win: we drew a circle that took him in!"

WHAT WE SHOULD REMEMBER AS CITIZENS

Robert J. Smithdas, Counselor
Industrial Home for the Blind, Brooklyn, New York

The special problems which confront persons who have lost both sight and hearing present an immediate challenge for all of us who have dedicated our minds and hearts to helping our fellow human beings. Though we have always been conscious that these problems exist, it has only been within recent years that we have begun to define them clearly and to find adequate solutions. These are problems of communication, education, vocational training and social adjustment—the ordinary problems of life itself, intensified by the limitations of two serious physical handicaps.

Laura Bridgman was the first deaf-blind person ever to be educated; and this remarkable achievement proved conclusively that the loss of sight and hearing do not necessarily deprive one of the ability to learn and to function as a normal human being. This fact has been marvelously amplified by the education and greatness of Dr. Helen Keller, whose life and work has been a continuing source of inspiration to all humanity. Today we know of several men and women who have transcended the barriers of deafness and blindness, and we should feel encouraged to provide similar opportunities for others.

The recent project of the Committee of Services for the Deaf-Blind, sponsored by the World Council for the Welfare of the Blind, was the first concerted effort to determine the needs and special problems of the deaf-blind throughout the world. The information gathered by this project should be of immeasurable value to our profession, and more particularly to workers who have occasion to work directly with the deaf-blind. It should also spur us on to increase our efforts in behalf of those afflicted with this double handicap. There is an urgent need to establish services especially designed to help the

deaf-blind, implemented by organizations willing and able to provide them.

We must remember that the deaf-blind person knows the world only through the senses of touch, taste and smell, but what he is able to reach with the tips of his fingers or feel through his sense of vibration. The ordinary problems of travel and free association with society become extremely difficult. The usual interchange of ideas which we normally gain through normal conversation is slow and often tedious; yet there is always that boundless curiosity and thirst for knowledge so characteristic of human nature. Dr. Peter J. Salmon, who has worked intimately with the deaf-blind for more than thirty-five years, has often remarked that the deaf-blind are always eager for information, and that they gratefully appreciate the smallest kindnesses. They know the same pressing need for human companionship and affection that is so common to every normal person and they know the same sense of satisfaction and fulfillment that results from a task well done.

The education and training of a deaf-blind person requires patience and understanding, for he must be given individual consideration. At the Industrial Home for the Blind in Brooklyn, where we presently serve over seventy deaf-blind clients, our experience has shown that these men and women invariably are eager for work and for the social contacts which make life so full and interesting. Watching their responses to friendship and understanding is one of the most rewarding experiences imaginable.

We need to combine our sense of sympathy and compassion for the deaf-blind with a realistic program of services dedicated to helping them realize their normal desires and ambitions. We need to provide more opportunities for the deaf-blind to acquire the human dignity of being active, useful members of society. The progress we have already made should inspire us to make broader plans for the future. And out of the abundance and richness of our own lives, we should not find it difficult to contribute to their happiness and well-being.

PAPERS PRESENTED AT WEDNESDAY MORNING GENERAL SESSION

ATTITUDES AND SERVICES AS REFLECTED IN STATUTORY ACTIONS AFFECTING THE BLIND

EXISTING FEDERAL STATUTES AFFECTING THE BLIND AND THE NEED FOR STUDY AND REVISION

Honorable D. R. (Billy) Matthews
Member of Congress, 8th District of Florida

In the winter of 1928 as a student at the University of Florida, I was involved in a very serious automobile accident which nearly claimed my life. The car in which my party was traveling was hit head-on by an automobile driven by an intoxicated man. The force of the collision threw me through the windshield of the car in which I was riding and I suffered severe cuts around my eyes and nose. Rapid attention in a nearby hospital saved my life but for a time I was deeply concerned about the possible loss of my sight. Through the grace of Providence, I was able to escape this terrible accident with reasonable vision, and at that time I declared that, in humble appreciation and in a spirit of thankfulness for that deliverance, I would do all within my power to help blind people of America.

As a young man I became associated with the Lions Clubs of Florida and had the high honor of serving in 1941 as the District Governor of the Lions — 35 clubs in the Northern District — in Florida. This great civic association appealed to me partly because of its interest in our blinded citizens. You may recall that Helen Keller appeared before Lions International at one of their great conventions many years ago and asked this civic association to help in every way possible with our blind citizens. As a result, chiefly, I think, of her appeal, throughout the years the Lions organization has devoted much of its philanthropic effort toward working with the blind and for the blind.

As a District Governor of Florida Lions many years ago, I was asked by the Governor of Florida, the Honorable Spessard L. Holland who is now a United States Senator, to serve as a member of the newly created Florida State agency known as the Florida Council for the Blind. I accepted this high honor with deep satisfaction and later became the Chairman of this State agency. As a former Chairman of the Florida Council for the Blind, I take great pride in recollecting that the first Executive Director of our agency was a young man nearly totally blind by the name of Henry Johnson. He died at a tragically young age and was succeeded by the Honorable Robert Barnett, who is now, as you know, Executive Director of the American Foundation for the Blind. The third Executive Director of the Florida agency, and the gentleman who is now serving, is the Honorable Harry Simmons. I wish to pay tribute to these gentlemen, to my associates who served with me during those early years of the Florida Council for the Blind, and to all of you present here today and thousands of others who are not present who have dedicated your lives toward the betterment of our citizens who are handicapped by inadequate vision or a total loss of vision, to the end that they might have the maximum of opportunities to enjoy the blessings of life, liberty and the pursuit of happiness here in America.

I have given you this personal background, ladies and gentlemen, in order that you may

know that I am no "Johnnie-come-lately" in my earnest desire to be of help to the visually handicapped people of America.

Soon after I came to Congress, I began to study the Federal statutes that are on the books concerning help for the blind, and I found a veritable maze of laws administered by many varied Federal agencies, bureaus and departments. I found further that the Honorable Caleb Boggs back in 1951 saw this same problem and had introduced a bill to establish a temporary National Advisory Committee for the Blind. I felt that passage of this legislation was of the utmost importance and could probably be the greatest contribution I could make in this field as a Member of Congress. So, in the 84th Congress I introduced H. R. 6500, a bill for the establishment of a temporary National Advisory Committee for the Blind, and in the 85th Congress I introduced H. R. 1955 which is the identical bill.

A National Advisory Committee for the Blind would be instrumental in promoting greater coordination and mutual cooperation among Federal agencies. The Committee would provide needed guidance in the development of uniform objectives and procedures, improved methods, and increasingly effective programs of services for the blind.

It could be of major significance, for example, in planning and organizing studies and research projects to be carried on jointly by Federal agencies, such as the National Institute of Neurological Diseases and Blindness, the Veterans Administration, the Office of Vocational Rehabilitation, and the Office of Education, in conjunction with such national private organizations as the American Foundation for the Blind, the Braille Institute of America, and the National Federation of the Blind.

Perhaps the present need for establishing coordinated services and uniform standards for blind programs is most clearly illustrated by the fact that there are numerous definitions of blindness in laws and regulations of the Federal and State governments. For instance, under the old-age survivors and disability insurance program there is a specified definition of blindness for purposes of the disability "freeze" which allows an individual to disregard, for benefit purposes, the period of time he is under a disability.

In defining disability for a cash payment under the same program, however, blindness is neither specified nor defined, and therefore is not necessarily a disability. Moreover, under the aid to the blind public assistance program there is no definition of blindness in the Federal law. Thus, presumably, it remains for the States to determine what constitutes blindness. State definitions of the term, as a result, include varying degrees of limited sight. The Department of Health, Education and Welfare maintains that the Secretary has the power to disapprove a State plan incorporating a definition of blindness which does not comply with the Department's own recommended definition of blindness.

That is in no way of criticism; that is just a statement of fact.

The National Advisory Committee for the Blind could also conduct a thorough study, evaluating existing programs with the purpose of obtaining maximum benefits for the blind. The Committee could determine how much Federal money is now being expended on behalf of the blind and in what areas these expenditures are concentrated. The Committee could then make recommendations as to the proper allotment of Federal money so as to adjust for inadequate budgets in some programs which have resulted in breakdowns of essential services for the blind.

The role of the Federal government in this area would be thoroughly explored. The Committee would study the public assistance Aid to the Blind programs to determine whether income restrictions should be liberalized to encourage employment, whether the Federal maximum should be raised, and whether the Federal Government should make a greater percentage contribution to State payments. These are broad questions of policy which will call for the establishment of a basic philosophy in respect to our assistance to the blind.

Other Federal programs in which services to the blind are only one phase of their activities should be studied to determine the extent to which these programs actually serve the blind and whether this phase is receiving proper emphasis.

Moreover, recommendations should be made as to the question of duplication of services between Federal, State, local and private agencies so that the blind people in the coun-

try will get the maximum benefit, regardless of where they live, of the taxes and contributions of the American people.

The establishment of a National Advisory Committee for the Blind, and its subsequent activities, would focus national attention on the potentialities and the achievements of the blind in adjusting satisfactorily to society, thus contributing to the development of positive and realistic national attitudes toward our blind population.

An evaluation of the extent to which the results of modern research are disseminated and made available to all blind people in the country could be explored by the Committee.

The Committee could also direct its attention to certain aspects of the problems of the blind which have not received sufficient emphasis in the past, such as special treatment and training for the large numbers of people who are handicapped by limited, deteriorating eyesight, but who are not under medical care at the present time.

It should be noted that on June 17, 1957, the Administration sent a proposed bill for the blind to Congress which is substantially the same as the National Advisory Committee for the Blind envisioned in my bill, H. R. 1955. That is the bill introduced by the distinguished gentlement from New York, Mr. Wainwright.

In submitting the proposal, Secretary Marion B. Folsom said the proposed study should provide needed guidance "in the development of improved methods and increasingly effective programs of services for the blind." He added it should "stimulate greater interest and action among our medical, education, industrial and social science research talent in the prevention of and reduction of the handicapping effects of blindness."

I should like to give you a brief analysis of H. R. 1955. Section One of the bill states "There is hereby established a National Advisory Committee for the Blind (in this Act referred to as the "Committee"). The Committee shall investigate and study the entire field of existing Federal, State, and local activities related to the granting of services to the blind, including the history and development of such activity. The Committee shall report to the President and to the Congress, within twenty-four months after passage of this Act, the results of such investigation and study, together with recommendations (1) for accomplishing greater coordination of and more effective results from such activities, (2) for the attainment of maximum benefits for the blind, and (3) with respect to such other matters as the Committee may deem appropriate."

Section Two deals with the membership of the Committee and states that "The Committee shall be composed of nine members, who shall be conversant with work for the blind, to be appointed by the President as follows: (1) One individual from the executive branch of the Federal Government; (2) One individual from the Senate of the United States; (3) One individual from the House of Representatives of the United States; (4) One individual from among officers and employees of the State governments; (5) One individual from a national association of professional workers with the blind; (6) One individual from a national organization of the blind; (7) One individual from a national research organization for the blind; (8) One individual from the field of education of the blind. and (9) One individual from the public at large."

The bill sets forth the organization of the Committee which provides that "The Committee shall elect a Chairman from among its members" and that "Five members of the Committee shall constitute a quorum." Section Five of the bill provides for compensation of members of the Committee and states a maximum amount of $25.00 per day when members of the Committee are engaged in the performance of their duties, plus reimbursement for travel, subsistence, and any other necessary expenses incurred. Section Six of the bill states that "The Committee shall have the power to appoint and fix the compensation of such personnel as it deems advisable, without regard to the civil-service laws and the Classification Act of 1949, as amended." Section Seven points out the powers of the Committee. "The Committee, or any authorized member thereof, may for the purpose of carrying out the provisions of this Act, hold such hearings and sit and act at such times and places, and take such testimony, as the Committee or such member may deem advisable. Any member of the Commit-

tee may administer oaths or affirmations to witnesses appearing before the Committee or before any authorized member thereof."

"The Committee, or any authorized member thereof, is authorized to secure directly from any executive department, bureau, agency, board, commission, office, independent establishment, or instrumentality, information, suggestions, estimates, and statistics for the purpose of this Act; and each such department, bureau, agency, board, commission, office, establishment, or instrumentality is authorized and directed to furnish such information, suggestions, estimates, and statistics directly to the Committee, or any authorized member thereof, upon request made by the Chairman of the Committee or any authorized member thereof."

"The Committee, or any authorized member thereof, shall have power to require by subpoena or otherwise the attendance of witnesses and the production of books, papers, and documents; to administer oaths; to take testimony; to have printing and binding done; and to make such expenditures as it deems advisable within the amount appropriated under authority of this Act."

Section Eight authorizes to be appropriated the sum of $100,000 to carry out the provisions of this Act, and Section Nine states that "The Committee shall cease to exist within thirty days after the Committee submits its report pursuant to Section 1."

Now, ladies and gentlemen, I am not wedded to the particular wording of this bill, neither am I committed to try to obtain the passage of this bill exactly as it is presently written. There are some honest differences of opinion about one or two points in the bill. For example, the number of members of the Committee or the total amount authorized in the bill for the expenses of the Committee. I am firm in the conviction that the Advisory Committee should be independent of government agencies, of any set forms and rules of procedure that would interfere with what we might call a free and unbiased study of all of the problems dealing with the blind in America. I sincerely seek your support and your help in obtaining passage of this legislation.

The oldest Federal statute as I recall concerning the blind dates back to 1879. From that time on we have had a veritable hodgepodge of laws interposed here and there throughout a large number of Government agencies. Surely there should be interest in the establishment of a temporary National Advisory Committee for the Blind to make recommendations to make possible more coordinated services and uniform standards for our blind programs. Many Congressmen have expressed their interest in this legislation. Without any solicitation from me, hundreds of letters have come to my desk supporting this legislation. I plan, during the first session of the 86th Congress, to reintroduce my bill because I am fearful we shall not have action at this late date in the 85th Congress. I shall certainly continue doing everything I can to obtain the passage of this important legislation.

Thank you very much.

ANALYTICAL REVIEW OF STATE LEGISLATION AFFECTING BLIND PERSONS

Irvin P. Schloss, Legislative Analyst
American Foundation for the Blind
Washington, D. C.

In attempting to prepare a paper on state legislation affecting blind persons, one quickly discovers two facts—first, that there is no single comprehensive reference source summarizing the legislation of each state; and second, that there is considerable variation in state legislation, even on a specific subject. Unfortunately, it was not possible for me to review the laws of each state which would be of interest to blind persons and workers with the blind. I regret this. For I have undoubtedly overlooked some law of current interest; and I am equally certain that there are some unrepealed archaic laws, perhaps similar to the British law which makes it a crime for a woman to commit mopery, the act of disrobing in front of a blind man on a public high road.

Under the circumstances, this paper must of necessity be a superficial review of state legislation affecting blind persons, and in it I shall attempt to summarize types of state legislation and shall occasionally cite specific examples.

In view of the subject matter of the paper you have just heard, probably the best point at which to begin a discussion of state legislation is the states' role in implementing the Federal-State programs in vocational rehabilitation and public assistance. First, and generally preceding the enactment of the Federal laws, there are the state laws establishing the agencies which administer programs for the blind. As we all know, the structure of the agencies varies in the several states, some having a single agency which administers vocational rehabilitation and public assistance programs, and others having separate agencies administering different programs.

The states' legislative implementation of the programs varies considerably more than the structure of the agencies. The yardsticks for determining eligibility for aid to the blind payments—that is, means or need tests—vary greatly from state to state. Most states seem to have a statutory maximum an individual can receive; others—Illinois, for example—have abolished the maximum. Individual aid to the blind payments in the several states vary not only in accordance with means test formulae but also in accordance with the means of the states. Thus, for May, 1958, the average payment in Alabama was $36.00, the lowest in the country, while the average payment in Massachusetts was $114.00, the highest in the country. It is worth noting at this point that several states now include medical care and a grant toward funeral expenses in their aid to the blind programs.

We are all generally familiar with the workings of the Federal-State program for vocational rehabilitation. Therefore, we need not go into the role of the states in this program except to point out the obvious variation in accordance with state appropriations.

In the area of vocational opportunities, two states and Hawaii now have their own counterparts of the Federal Randolph-Sheppard Act granting preference to blind persons in the operation of vending stands in state-owned buildings. There are now twelve states with their own counterparts of the Federal Wagner-O'Day Act. Although these state-use laws vary, their intent is the same—to provide an outlet for products made in workshops for the blind by requiring state government agencies to give preference to this source in their purchases. In this connection, it may be noted that three states—California, Minnesota, and Wisconsin—during the last session of their legislatures enacted laws defining blind-made products as those on which at least 75 per cent of the work has been done

by legally blind persons. Incidentally, you may be interested to learn that Indiana and Massachusetts had laws providing for the purchase of blind-made products before the Federal law was enacted.

In most states, there are state-supported workshops for the blind; and Oregon recently amended the law governing the operation of Oregon Industries for the Blind to provide that workers were to be considered employees of the state and were to receive pay comparable to private industry scales for comparable work. A recent Vermont law authorizes the state agency to act as the intermediary between blind persons and industry in arranging for industrial homework on a subcontract basis. The law also permits the agency to pay the cost of workmen's compensation and social security.

In the field of education, there are the many state-supported schools for the blind. In recent years, there has been increasing interest in the special educational needs of blind children with additional disabilities, such as loss of hearing, cerebral palsy, and aphasia. Several states recently enacted legislation authorizing the expenditure of funds to send children with these multiple disabilities to special out-of-state schools. Other states provide for the additional cost of educating handicapped children in special classes in the public school systems. Several states provide funds for reader service to blind students enrolled in colleges and universities, and South Dakota last year enacted a law providing scholarships to educational institutions in the state to qualified blind students.

We have summarized the types of state legislation involved in the broad programs affecting blind persons—special educational facilities, public assistance, vocational rehabilitation, vending stands, workshops and the related marketing of blind-made products, and other types directly or indirectly concerned in employment opportunities. Now let us take a look at various types of state legislation providing for subsidiary benefits.

First, in what we may categorize as "tools of mobility" legislation, are the so-called White Cane Laws. Forty-eight states, Hawaii, and Puerto Rico, now have such laws, and, although they may differ in detail, their basic intent is to assure a blind pedetsrian using a white cane safe passage in traffic by giving him the right of way. Many of these laws also cover blind persons using dog guides. Many states also have laws designed to prevent dog guide users from being barred from public places or conveyances on account of their dogs. Some states waive payment of a dog license fee for dog guides.

A second subsidiary category of statutory state benefits is in the area of tax abatement. Several states and the District of Columbia allow an extra exemption for blindness in computing income tax. Some states have granted real property tax exemptions to all blind persons, while others have granted this benefit to blinded veterans as part of a group of veterans with stipulated severe disabilities. Similarly, several states have waived the registration fee on automobiles obtained by blinded, amputee, and paralyzed veterans under Federal laws.

Next, there now seem to be nine states which make the reporting of blindness mandatory. The most recent, Illinois, defines the reportable visual limitation quite liberally—visual acuity of 20/70 in the better eye with correction, or a contraction in the visual field to 30 degrees.

In this election year, it is perhaps fitting that we leave election laws as the final category. I know of no state which denies an otherwise qualified blind person the right to vote. Usually a blind person is permitted to take someone of his own choosing into the voting booth to assist in marking the ballot or in pulling the levers. In Maryland, the state in which I vote, both the Democratic and Republican precinct judges enter the voting machine booth with the blind voter; and, believe me, three's a crowd.

Before closing, I should like again to point out that, although I have covered the major types of state legislation affecting blind persons and some subsidiary types, I have omitted others—some by intent. For example, I did not mention the increasing trend toward state regulation of fund-raising, a fact which those of you who are voluntary agency executives may one day find yourselves dealing with. There are other specific laws, such as those involving library service to the blind, which I have also omitted. Perhaps it will be possible in the future to produce a compre-

hensive summary of legislation by states for the use of workers and blind persons.

Our study of state legislation leads us to several conclusions. First, the growth of Federal programs during the past 25 years has not diminished the need for activity and legislation at the state level. In fact, the effect of the Federal programs has been to increase state legislative activity in order to permit the states to fulfill their responsibility in the complex of Federal-State relationships. Second, laws—the end product of legislative activity—are not static, immutable collections of esoteric words. Rather, they are the dynamic expressions of a people's way of life, and they are subject to change as the mores, the philosophy, the concepts of a people change. Therefore, we who are engaged in that part of social welfare we call "work for the blind" have a dual obligation. In addition to striving for the improvement of our services by administrative means, we should also consider it our responsibility to interpret to our legislators program needs which can best be met by legislative means. As long as blindness evokes an emotional rather than an intellectual response in most people, we who are the specialists must assume the responsibility for assuring the development of a sound legislative framework within which the desire of the people to provide for the needs of those among them who are blind can be fulfilled.

PLACING TODAY'S PICTURE IN HISTORICAL PERSPECTIVE

Dr. Gabriel Farrell, Honorary President
International Conference of Educators of Blind Youth
Rochester, Massachusetts

To place today's picture in historical perspective, we must look back to the origins of our area of study and seek to find the motivations that lead to the present situation. Special legislation for the blind has a long history. Its roots go far back, and statutory actions affecting the blind have been nurtured by a wide variety of motives and often by conflicting attitudes. Before tracing the historical growth, it might be well to ask why: "Why should there be special legislation for the blind?"

Sir Ian Frazer raised that question in 1932, and he replied: "Probably there is no logical answer to the question . . . there is a peculiar concern for the blind . . . that distinguishes them as a class apart from other disabled persons and justifies special legislation on their behalf. . . Perhaps imagination, not reason, is the principal answer to the question. Every seeing person can imagine *himself* blind . . . moreover, fear of darkness is instinctive."*

Imagination, not reason, says Sir Ian, and, at that, negative imagination based on an instinctive fear is the principal answer. From earliest times, emotion, and again unreasoning emotion, has motivated many of the statutory actions affecting the blind that marks them as a class apart. Sympathy for the sightless on the part of the sighted often makes it hard for the blind to fend for themselves and to prove their innate ability to override a visual handicap. Perhaps evidence of this is the modern tendency to widen the definition of blindness to include benefits for many whose loss of sight is not great enough to mark them as a class apart or to require separate specialized services. And this attitude adds to the measured extent of blindness.

At the Oxford Conference held in England in 1949, the two highest reports on the ratio

*"The Law Relating to the Blind," P. T. Skottame, Butterworth & Co., London, 1932, pp. vii-viii.

of blindness were made by Eire (233) and Northern Ireland (300). I find it hard to believe that the Emerald Isle is so highly plagued with visual impairment and can only attribute the reports to the magnanimous emotions of the Irish. And, to strengthen the point, try to get an Irish policeman of Boston to enforce the laws regarding begging and street musicians. Emotion has long been a basic factor in promoting statutory actions. And, significantly, it is not the emotion of the blind concerning themselves, but of seeing people who fear not those without sight, but that they themselves may lose their sight.

I pose the question: Can we in these more enlightened days base statutory action regarding the blind not on emotion based on fear but on reason governed by necessity? There will always be many blind people, as there are deaf, crippled and seeing people, who will need special help, but must loss of, or impairment of, vision throw a person into a class apart? The forgotten people of our group today are those whose vision comes within the definition of blindness and who are on their own asking no preferred legislation and requiring no special services beyond adequate provision for their education and for rehabilitation if sight is lost after schooling. May their tribe increase!

And it *is* increasing and there is progress despite some unsound attitudes motivating special legislation. It is a far cry from the Old Testament injunctions: "Thou shalt not put a stumbling block before the blind," and "Cursed be he that maketh the blind to wander out of the path," to the current "cradle to the grave" legislation of some countries. Indeed, the latter might better be called from the "womb to the tomb," for there is provision for pre-natal care for blind mothers, and in some states in this country public money is available for the burial of the blind. There is, however, an interesting advance in the development of statutory action affecting the blind as it has moved stage by stage to the present situation.

Alleviating the lot of the blind, to use Rousseau's phrase, was the motivation of early attempts. It first began with the efforts of early saints to give refuge to the sightless who wandered aimlessly through Europe and Asia barely subsisting on the doles of charity. In the Fourth Century, Saint Basil, who became Bishop of Caesarea in 370, was as zealous in gathering the handicapped into his monastic institutions as he was in making converts. For each group he provided separate quarters, but all engaged in common work. In the Fifth Century, St. Lymnaeus established a refuge in Syria with special cottages for the blind. He taught them pious songs and permitted them to take alms from those who were moved by their singing. And in the Seventh Century, St. Bernard, the Bishop of Le Mans, founded an institution in France into which he gathered the blind from the highways and byways and taught them to chant the Church's liturgy in the stately tones of Gregorian plainsong.

These, however, were individual and scattered efforts. It was not until 1254 that an organized attempt was made and a second stage begun. In that year, Louis IX opened a home in Paris for 300 beggars who claimed to have lost their sight in one of the Crusades. Through a turbulent history, the Congregation of the Three Hundred has continued to the present time. Its significance is that it set the pattern for alleviating the lot of the blind by providing asylum. Institutions of this type spread throughout the world and continue in too many places. Most of the early asylums were merely attempts by well-meaning people to take the itinerant blind off the streets, and little was done toward training them for integration among the seeing or indeed of building up their own self-respect. The asylums were only palliatives and did not meet the real problem that arose in the Middle Ages when blind beggars became pests by the waysides and nuisances at public gatherings.

At this stage in history, there is clear indication of a rise on the part of the blind to assert their rights as human beings. They organized into guilds to protect their interests, but they were victims of occupational obsolescence. The invention of printing deprived blind bards of their livelihood, and the introduction of newspapers made the traveling sightless no longer welcome conveyors of news from the outside world. And in time redress was sought. In Portugal in 1749, as an effort to offset the loss of employment through the growing preference for

printed matter, the blind were given the exclusive right to sell newspapers. In Italy, the blind, utilizing the medium of their demotion, had their songs printed and sold them as they sang on the city streets.

A critical turning point and a new stage in attitudes toward the blind and provision for their care came with the Reformation. Up to that time, the Church had largely been the source of all help for the blind as well as for other needy or disabled persons. In countries affected by the Reformation, many of the old asylums were closed and new ways of help had to be found. These were not based primarily on taking the blind beggars off the streets, the motivation of early programs, but on finding ways to bring relief to all needy and defective people, including the blind. Out of this movement emerged a social conscience expressed in civic or public support of the needy and of secular rather than Church provision for defectives.

As the problem was more acute in the cities of Europe, the early prototypes of statutory action are to be found there. These were the "poor ordinances" under which in the Fifteenth Century German city officials began distributing alms. In Antwerp in 1458 there was a "Master of the Poor." It was not, however, until the next century that the new reform spirit promoted ordinances that were more constructive. It soon became necessary to carry the same methods into rural areas, and here there was an effort to revive the old Church care with civic control. Institutions were opened under secular rather than religious auspices, especially in Germany. In 1531, Emperor Charles V imposed on every community the responsibility of feeding its poor. But if the means were not sufficient, the needy blind were entitled to go out and beg.

Countries untouched by the Reformation also began to reorganize their care for the poor, including the blind, under government rather than religious control. The New Ordinance of the city of Ypres was a most notable example. Based on a study made for Bruges entitled "On the Subvention of the Poor," published in 1526, a new note was struck in care of the blind. It maintained that they should be put at some useful work as a contribution toward their support. In France, the care of the poor and defective remained under Church control until the Revolution, although as early as 1254 Louis IX had decreed that all parishes should keep a register of the poor and undertake measures for their relief.

In England, local officials and philanthropists took over the work for the needy that had been conducted by the Church before religious and monastic properties were confiscated. The early asylums for the blind, even that established in 1329 by the mercer, William Elsing, near the London Wall, to give shelter to 100 men, were considered religious and therefore closed. An interesting aspect of the situation in England was that many projects to help the blind had been founded by the famous English Guilds and were therefore not disestablished at the time of the Reformation. Some continue to the present day. In 1575, England took its first statutory action by authorizing a tax levied on real property for the care of those unable to work. This included the blind.

Without doubt the most significant stage in the development of statutory social action began in 1601. In that year Queen Elizabeth I enacted a law that sets civic framework for all poor-relief work including the blind. Employing the parish, a carry-over of the religious system, this law required the Justice of the Peace in each area to appoint from two to four respected citizens to serve as Overseers of the Poor. To them was given authority to levy a tax on the parishioners for the relief of the old, the sick, the blind, and the crippled poor. This established public responsibiilty for all in need, specifically including the blind, based not on a national but on a local level. This legislation still stands as the basic law for all poor-relief work in England as well as in America.

It is a long jump from Elizabeth I to Elizabeth II, and great strides have been taken in the development of statutory actions. During this time, special legislation has extended from provision only for those in need, the intent of the law of 1601, to the vast comprehensive programs now in existence. Much of this was promoted by philanthropists and voluntary groups. Not until the end of the last century was there reaction against the voluntary organizations and a demand made for direct state aid. This led to the creation in 1918, in the Ministry of Health, of a Central Authority with funds provided by the Exchequer for

the general support and supervision of programs for the blind. Amendments to this basic legislation have given to the blind of England a highly preferential status in this era of Her Majesty, Queen Elizabeth II.

A survey of social legislation in the United States will show that basically most of the statutory actions affecting the blind follow the pattern of the law enacted under Elizabeth I, its category of need and its administration on a local level. While in the Nineteenth Century many private organizations promoted schools for children, workshops for adults and homes for the aged, the first provision for public aid for the blind in this country did not appear until 1866 when New York City allocated public funds to assist needy blind persons. In 1906, the Commonwealth of Massachusetts established the first permanent state agency in this country. It took the full sweep of the New Deal in the 1930's to bring to the blind any measure of national recognition and financial assistance. And since then, the statutory actions have been legion and their motivation often beyond understanding.

In the effort to place today's picture in historical perspective, there is, in addition to the emotional aspect already presented, an economic factor that may indicate a new stage in our progress. Our review of special provision for the blind reveals that it was largely based on the assumption of need and that blindness categorically implied poverty. Thirty years ago, Robert Irwin wrote: "The argument for special blind relief is a sufficiently well defined cause of poverty to require special treatment at the hand of the state."* No longer is this true, and the world must be made to realize that. It may well be that current legislation and modern services have played a large part in bringing about this situation, but the fact stands that blindness does not necessarily imply poverty or require assistance based solely on that concept.

A little over a month ago, I attended the reunion of the Perkins alumni and alumnae, meeting jointly, and as I mingled with this large group, I could not help comparing them with similar groups of nearly thirty years ago. With due respect for their personal worth, the earlier graduates were largely a forlorn group. With every evidence of poverty, many seemed worn by the struggle in a world of which they were a class apart. Today's group was alive, alert, well-dressed, and confident. With joy, they told me of their jobs, their homes, their wives or husbands and their children. Except for an occasional cane or dog, nothing marked this group as different from their sighted neighbors.

While poverty will always be a factor in the economic condition of the blind, as it is and will be also with the seeing, two new groups are going to change perceptibly that aspect of our area of consideration. The first is made up of blinded veterans. With them, poverty is not a problem, for all receive compensation payments. These vary according to the degree of disablement, but all are generous as they should be for war-caused loss of sight. This makes a group of over 5,000 who in a strange way are "a class apart" from the civilian blind.

The war-blinded, however, are exercising and will increasingly exercise a commanding place in the development of right attitudes of the seeing world toward the sightless. Their record is good. According to Warren Bledsoe's recent study, "War Blinded Veterans in a Postwar Setting," despite generous compensation, 50.3 per cent of the group studied are employed, 60 per cent own their own homes, and 87.5 per cent are as this significant phrase states "able to cope with community attitudes toward blindness." But two-thirds, according to the study, do not associate with other blind people. They may be, however, the leaven in the lump which will raise the level of public attitudes toward all the blind.

The second group that will disavow poverty as an adjunct of blindness is made up of the "retrolentals," those children whose sight was impaired or destroyed through the over-administration of oxygen because of premature birth. For about fifteen years following 1941, this misapplied therapeutic agent damaged or destroyed the sight of several thousand infants. Fortunately, the drop of incidence since this cause was discovered has been phenomenal. But the wave of blind children in this group is now surging through school and as the years pass and they reach maturity, they will become potent factors in our blind population and will make their presence felt.

As with the veterans, there was considerable

*(Irwin & McKay, BLIND RELIEF LAWS, AFB, 1929, p. 3).

revulsion against resorting to the facilities and services of the established agencies. Many of these children came from homes whose parents associated public assistance with the stigma of charity. This carried over to the schools, for many of the parents were determined to keep their children at home and demanded provision for them in their community schools. This may well be a turning-point in attitudes and in the history of services for the blind and mark the beginning of a new stage leading to complete integration of the visually handicapped in home, community and civic life.

The full accomplishment of this, however, must reach beyond the blind themselves and those who work with them, to the public at large. The attitudes of people toward the blind must be changed, freed from the negative emotions based on fear, disassociated from the idea that blindness necessarily implies poverty, and fired with positive conviction that the blind person is entitled to a first-class citizenship.

REPORTS OF BOARD OF DIRECTORS AND STANDING AND CONVENTION COMMITTEES

REPORT OF BOARD OF DIRECTORS

Hulen C. Walker, Executive Director

Your Board of Directors accepted the mandate given by the membership on July 11, 1957, and started immediately thereafter to work out the details necesary in activating a National Headquarters.

In September of 1957, your Board met in Washington, D. C., to transact routine business and to decide on a location for a National Headquarters, as well as the duties and qualifications of the Executive Director. After much discussion, it was decided that the logical location would be Washington, D. C., and the President was authorized to secure office space and buy necessary furniture and equipment and to employ clerical personnel on a part-time basis, pending the appointment of an Executive Director. Other items of business included the bonding of all officers and employees handling funds of the Association. The meeting adjourned, after instructing the President to accept applications for the position of Executive Director.

Your President mailed to the membership information concerning the position of Executive Director, and applications were received until December. At this time, the Executive Committee met and reviewed the applications. It was the opinion of your Executive Committee that none of the applicants met the requirements for the position, and a second Board Meeting was called for January, to make further plans for recruiting personnel. Your Board invited the Past Presidents to attend this January meeting, and other invited guests included all Sustaining Members, as well as the Chairman of the Alfred Allen Memorial Committee.

Your Board of Directors discussed many items of business at this meeting. The Quebec motion of Mr. L. L. Watts, creating the Past Presidents' Committee as an advisory committee, which shall be consulted by the Board on matters of constitutional changes, was discussed and clarified to the satisfaction of all concerned.

The Alfred Allen Memorial Committee reported and recommended that an award be given in the name of Alfred Allen to an individual having rendered outstanding service to blind persons. It was decided by the Board that the Shotwell Memorial Awards Committee would be enlarged and renamed "The AAWB Awards Committee." This Committee, as in the past, would be composed of the three immediate surviving Past Presidents, with two additional members to be selected from the Board of Directors by presidential appointment. At the expiration of the present appointed members' terms, 1959 and 1961, the then President would appoint a successor to serve for a period of four years. This Committee will be charged with the responsibility of selecting recipients for the Shotwell Award, the Alfred Allen Award, and any other awards that might be established in the future.

The Board again authorized the mailing of a letter to the entire membership, setting forth the required qualifications for the position of Executive Director.

Your Executive Committee met on April 7th and reviewed the applications on file and made a recommendation to the Board of Directors. At a meeting held in Washington, D. C., on April 21st, your Board selected your present Executive Director, with effective date of employment as of June 1, 1958.

Your then President resigned, effective May 31, 1958, to accept the position of Executive

Director on June 1. Staff has been recruited, and the office is now in full operation at 838 Investment Building, 1511 K Street, N.W., Washington 5, D. C.

Your Association during the past year has been represented at 6 national meetings, either by your President, Executive Director, or an authorized representative. You have also been represented at several local meetings.

Your various committees are to be commended for the excellent manner in which they have discharged their duties during the past year. Your Legislative Committee has been ever-vigilant with respect to national and local legislation. Your Ethics Committee has reviewed numerous applications and awarded the Seal of Good Practice to many worthy agencies. Your Ethical Standards Review Committee has held three meetings during the year. At one, invited guests participated in the discussions, and an excellent report has already been presented to this convention. Your membership now stands at an all time high of 1,667 individual members, 34 fully paid Life Members, 13 installment Life Members, and 18 Sustaining Members.

Your President until May 31st, and Executive Director since the 1st of June, has personally visited 22 different agencies for the blind during the year. Your present President and Executive Director have both travelled a number of miles during the year on Association business.

Your Board of Directors is charged with the responsibility of placing in nomination two candidates to fill vacancies on the Ethics Committee. After due consideration, we are pleased to recommend to you for your consideration the names of Mr. Arthur V. Weir for a term of 5 years to succeed Dr. Francis J. Cummings, and Mr. Harry E. Simmons for a term of 1 year to fill out the unexpired term of Mr. H. A. Wood who resigned because of his elevation to the office of President.

Your Association is looking forward to a broader program of service to the members, and, with your continued cooperation, we believe our Association is now standing on the threshold of our brightest years of service to you, our members, and work for the blind in general.

Respectfully submitted for the
Board of Directors,
Hulen C. Walker, Executive Director

REPORT OF COMMITTEE ON ETHICS

Francis J. Cummings, Ph.D., Chairman
Executive Secretary, Delaware Commission for the Blind
Wilmington, Delaware

This is the fifth time I have come before you to report on the strivings and accomplishments of your Ethics Committee during the past year. Each time, just a little bit more experience has modified my point of view toward the task my colleagues and I had undertaken. But one conviction at any rate has not changed, unless it be in the direction of depth and confidence. That conviction is that the bright goal of social acceptance of blind people as people will not be attained unless those working purportedly toward this happy consummation cleave to a strict code of ethical conduct in their dealings with the general public. We must decide what is right and insist that every individual, every organization extracting funds from the public in behalf of the blind, use those funds for that purpose only, use them effectively and without unduly heavy administrative costs.

But, you will probably say, if you bother thinking about it at all, this is a consummation devoutly to be wished but one virtually impossible of achievement. Possibly so, but it's the goal, just as perfection of personal character is a goal, or honesty in business, or selflessness in government. It is a goal that we must strive toward, and every step we come nearer to it is a rightful cause for rejoicing.

Our task has been particularly difficult in that, lacking absolute definitions, we have been obliged to make our own; and some of our definitions, as might be expected, were loudly challenged. Thus, we set a limit to the cost of fund raising at 40 per cent, a very generous limit by all standards in general use. Yet this brought forth recriminations from many who should be as interested as we in setting the house in order. We decided that the blind could not lift themselves by their bootstraps if one hand was extended, often with a cup in it. Again we were castigated by those who had found the direct or indirect use of canisters profitable. Unless we are sincerely ready to yield on such points as these for the common good, as, indeed, several of our respected colleagues did, then we are not good participants in the commonweal. Oh, yes, fight for your point as courageously and as hard as you wish, but once the majority has expresesd its view — and it did so overwhelmingly in the cases alluded to — we should be ready to accede.

But if we have had some opposition, mostly open, some subtle, we have, for the most part, received the wholehearted endorsement of the men and women of stature in our field. Our work is far from done but it is confidently on its way. It has been a high honor and a distinct pleasure to serve you and to serve our beloved organization in this first lustrum of effort at self-policing. Honor and pleasure though it has been, however, it has not always been sweetness and light. My blessing goes, with my cloak of office, to the new chairman; he will not be universally loved, if I may out-British the British in understatement.

But I must not bow out without a word of sincere thanks to the colleagues who have worked with me in comity and frankness, especially to our lamented friend Alfred Allen and his tireless secretary, Irene Frankenthaler, and to Marjorie Hooper who has carried on valiantly and effectively since Alfred left us, doing with admirable precision and unstinting willingness the vast amount of paper work involved in our program, while at the same time serving on several other key committees and managing to convince Finis Davis that she still works for the Printing House. If you continue to entrust the work of this important committee to the care of people such as Alfred Allen and Marjorie Hooper, you can count on steady progress in the lifting of our ethical standards.

And, now, to get one last bit of work out of Marjorie, may I ask her to bring you up-to-date statistically.

SEAL OF GOOD PRACTICE AWARDS
For Year Ending December 31, 1958

Original Applicants: (8)

*Hazleton Branch, PAB
*Lycoming County Branch, PAB
Tri-county Branch, PAB
North Carolina Commission for the Blind
North Carolina Association for the Blind
Delaware Commission for the Blind
Second Sight Guide Dog Foundation for Blind
Blinded Veterans Association

Original Reapplication: (1)

*Christian Record Benevolent Association

First Renewal Applications: (6)

*Mercer County Branch, PAB
Connecticut State Board of Education of the Blind
Lancaster County Branch, PAB
Youngstown Society for the Blind
Florida Council for the Blind
Arkansas Enterprises for the Blind

Second Renewal Applications: (4)

*Iowa Commission for the Blind
*Allen County (Indiana) League for the Blind
Canadian National Institute for the Blind
*John Milton Society

Third Renewal Applications: (12)

Cleveland Society for the Blind
Blaire-Centre Branch, PAB
*Cincinnati Association for the Blind
*Pennsylvania Association for the Blind
*Industrial Home for the Blind
New York Guild for the Jewish Blind
American Foundation for Overseas Blind
The Seeing Eye
Minneapolis Society for the Blind
Colorado Division of Services to the Blind
Guide Dogs for the Blind (San Rafael, California)
New Hampshire Association for the Blind

Fourth Renewal Applications: (5)

Kentucky Industries for the Blind

*Award granted prior to 1957 Convention to cover balance of 1957 and all of 1958.

Braille Institute of America
Chicago Lighthouse for the Blind
American Foundation for the Blind
American Printing House for the Blind

The above makes a grand total of 36 agencies currently receiving the Seal of Good Practice.

During its five years of existence, the Committee has handled the following number of applications:

65 Originals, of which:
53 have been granted
1 is pending
4 were withheld temporarily, but applicants did not complete requested information
3 were denied
3 were not considered
1 was withdrawn

1 Original reapplication, which was granted

35 First Renewals, of which:
31 were granted
2 withheld temporarily, and not completed
1 withdrawn
1 no action taken by Committee

24 Second Renewals, all of which were granted

17 Third Renewals, all of which were granted

5 Fourth Renewals, all of which were granted

147 Grand Total Applications Considered

Respectfully submitted,
Francis J. Cummings, Ph.D.,
Marjorie S. Hooper, Secretary
Peter J. Salmon
Arthur L. Vorhees
H. A. Wood

REPORT OF BOARD OF CERTIFICATION OF HOME TEACHERS

A. N. Magill, Chairman
Superintendent, Ontario Division, Canadian National Institute for the Blind, Toronto, Ontario

This year your Board of Certification is composed of an entirely new membership. In order to familiarize ourselves with the details of the functions and procedures of certification, we have spent considerable time studying the past history and activities of the former Boards of Certification. This study has quite logically raised a number of questions in our minds. We are wondering about the actual qualification procedures and about the requirements for certification. We feel it is possible to simplify and streamline the procedures themselves. We question, too, the qualifications. Are they adequate to meet the needs and requirements of home teaching today? Possibly consideration should be given to the addition of other subjects and training techniques.

In order to clarify our thinking on these points and to secure the best possible advice, we have, during the past months, sought information and expressions of opinion from various home teaching groups and individuals interested in this particular field. The information we have gained to date clearly indicates that we should continue our study before any positive recommendations are made. If it is agreeable to the Board of Directors of the AAWB, this Board of Certification proposes further consultation with interested groups. We would anticipate presenting to the AAWB Convention of 1959 a report which would make positive recomendations for the simplification of certification procedures and improved training standards.

You will be pleased to know that during the past year the following 9 women and 2 men received the AAWB Home Teaching Certificate:

Miss Blanche A. Boyer, Home Teacher
Pennsylvania Association for the Blind
Johnstown, Pennsylvania

Mrs. Jean Gladys Crombie
Canadian National Institute for the Blind
(Quebec Division) Montreal, Quebec

Mr. Maurice Winfield Felts
Nashville 3, Tennessee

Miss Hilda Graham
Brooklyn, New York

Miss Kathryn Patricia Iannuzzo
Greensburg, Pennsylvania

Miss Jimmy Lynn Lowery
Houston, Texas

Miss Edith Margaret Mair
The Canadian National Institute for the Blind, Toronto, Ontario

Mr. George Franklin McRae
Clarkston, Michigan

Miss Jenelda Sanders
Evergreen, Alabama

Mr. Robert Robert Shober
Philadelphia 43, Pennsylvania

Miss Mary A. Van der Vloet
The Canadian National Institute for the Blind, Toronto, Ontario

The Board of Certification wishes to take this opportunity of expressing its thanks and appreciation to all who have contributed to our activities and deliberations during the past year. I should also like to express my personal thanks to Mr. Raymond Dickinson and Mr. Paul Langan, my colleagues on this Board.

Respectfully submitted,

A. N. Magill, Chairman
Paul J. Langan, Secretary
Raymond Dickinson

REPORT OF THE JOINT UNIFORM BRAILLE COMMITTEE

Paul J. Langan, Chairman
Consultant on the Far East, American Foundation for Overseas Blind, New York, New York

Once again, it is with very deep regret that the Chairman must preface this report by paying tribute to another member of the Committee whose death occurred during the past year. The loss of Mr. Robert W. Beath, Librarian of the CNIB, at this stage of our work is particularly distressing. His wise counsel and intelligent contribution to the progress of the revision will be sorely missed. Bob was a charter member of the Committee, having served since the inception of the Committee in 1950, and acted as Chairman of the AAWB group.

Many Braille readers throughout the country have been looking forward to the results of the study made during the past winter on the proposed changes in the Braille code. This reader-sampling, you will recall, was accomplished through the distribution of a simple ten-page reading illustration prepared by the Committee, with the new usages deliberately planted repeatedly in the story for the purpose of trying to determine the difficulty or acceptance of the proposals. Before proceeding with a summary report of our findings in tabulating these responses, I want to express the appreciation of the Committee to the following magazines for their cooperation in publishing the list of changes and the illustration, thus making it available to a wide cross section of readers: *The Reader's Digest, The New Outlook, The International Journal for the Education of the Blind, The Monitor, The John Milton Magazine* and *The Ziegler Maga-*

zine. The editors and publishers of these periodicals made it possible for the Committee to present this most important matter to the Braille reading public in a manner we could have accomplished in no other way and we are, therefore, indebted to them for helping us make this study possible. Such a project could not have been interpreted as being authoritative until a large sampling of reader preference could be obtained from actual first-hand reading material. It is very doubtful if such an article has ever been presented to so many Braille readers simultaneously before. The circulation of this pamphlet ran to approximately 20,000 copies, giving everyone who wished to do so an opportunity to see the proposals on embossed pages. To the more than 500 readers who responded to the Committee in this study by expressing themselves in individual letters, and to the 200 additional readers who replied through their groups, agencies, schools and associations, we want to acknowledge our sincere appreciation for their cooperation. And especially to the many readers who, in addition to commenting on the proposals, expressed understanding and appreciation of the work of the Committee, we would like to extend to them our warmest thanks. The Committee is fully aware of the fact that we could not enter into this job with the hope of ever being able to satisfy all of the readers all of the time. There are many who have considerable misgivings about Standard English Braille Grade II as it stands today without any changes, alterations or improvements. So how could we be expected to accomplish anything better than a more easily interpreted revision of the codebook which incorporated a few of the commonly accepted usages and often-voiced desire for uniformity? It was with these objectives in mind that your Committee undertook this thankless task. And it was only with our firm determination that our report would reflect the thinking of the readers would we even begin to make any basic changes in the code. Having clearly stated, therefore, our own position in this matter, I shall now proceed to present to you our report on the findings of the reader reaction to the proposals and the reading illustration.

I shall try to avoid figures and statistics and, where possible, not become involved in the technicalities of actual dot placement or frequency of occurrence in reference to the proposed alterations in the code. This summary will also follow the procedure used in outlining the changes as presented in the pamphlets which were circulated several months ago, taking up in order the deletions, the alterations, the additions and finally the basic rule changes. To briefly give you the response to the only objective question asked on the inquiry, you will be interested to know that more than two-thirds of those replying answered that they admittedly had no trouble in reading the illustration after they had read the introductory statements and explanation. There was only one vote which could not fairly be included in the tabulation, for the writer stated that though she had not taken time to read the illustration she had heard from a number of her friends who were unhappy with the changes which had already been made in the Braille code and wanted to vote to return to the former system, whatever that might be. It must be stated, however, that more than half of the correspondents, though answering the question in the affirmative, qualified their responses by stating that they did not agree with some of the proposals and would not like to see them adopted. These qualified expressions, together with the legitimate and constructive negative replies, really provided us with the data for the study. Therefore, from this point on, I shall refer specifically to the proposals as presented.

DELETIONS — By coincidence, the largest response to any of the proposals came in on the matter of deletions. Quite understandably, the readers failed to see anything to be gained by omitting something that was already an accepted and established sequence in the code. For those of you who may have forgotten the exact proposals in this section, the omission of the word signs for *altogether* and the *conceive* and *deceive* family groups are the words affected. In addition, most of the readers who gave thought to this proposal were ready to recognize the reason for including the double consonants in this recommendation, but voiced considerable objection to the sacrifice which would be necessary to achieve uniformity in the application of the *be, con* and *dis* rule. In order to accomplish this proposal it would mean the deletion of the *ff* and the *gg* as well, though they would not be affected by the rule.

Many readers were prompt to point out that the use of the present lower contractions for the double consonants occurred much more frequently and thus saved considerably more space than would be provided by the new uniform rule change permittitng the use of *be, con* and *dis* within a word. It would only be fair to state, therefore, that the far majority of the readers who responded objected to the deletions presented in the proposals.

ALTERATIONS — In this section of the proposals the readers not only showed a wide and varied expanse of preference pro and con, but did not hestitate to make several hundred suggestions of their own which they would like to see adopted. Obviously, the proposals for *today, tonight* and *tomorrow* met with almost universal acceptance, but the same cannot be said for the changes in *character, less, cannot* and *immediate.* Therefore, with the exception of *today, tonight* and *tomorrow,* this section of the proposals was rejected.

ADDITIONS — As in the first section of the proposals, here again in the last section before the basic rule changes, the correspondents really went to work in expressing themselves. Suggestions ran all the way from substituting the Morse Code for the Braille Code, to the full incorporation of all Grade III contractions and abbreviations into the present system. These comments were not all meant to be facetious, for several readers brought out the fact that the Committtee had overlooked the new words which have been constantly coming into our vocabulary and appearing frequently in their books and magazines such at atomic, nuclear and satellite. However, as to the proposed additions, it would appear that only *afternoon, friend, first* and *question* received the endorsement of the readers who replied. For very obvious and numerous reasons, all of which were expressed repeatedly, the remainder of the proposed additions were overwhelmingly defeated. It was hopd that some good use could be made of the part-word contractions which do not presently have a whole-word meaning. Though it was recognized that the proposals in these cases did not resemble the whole words they were to represent or begin with the same initial letter, they were recommended to meet the needs of words having very high frequency value which must now be written out. Admittedly, four of the proposals only saved one space over their present forms. Readers, however, were apparently only concerned with the immediate fact of small space saving by the individual substitutions, and did not take into account the many lines and pages in some cases these five new forms would save over the length of a complete volume of Braille. The negative votes, however, were so predominant on these particular additions that they can only be counted in the rejected column.

BASIC CHANGES IN RULES — As is natural, few readers are particularly concerned over the actual wordage of rules unless and until it affects their ease of reading. It was not surprising, therefore, to learn that few of the readers made any reference to this section of the proposals. Most in fact frankly stated that they had never seen the rules and had no comment, therefore, on the proposed changes. Some few Braillists and teachers did express special approval on the recommendations numbered 1, 2, 3 and 5, which briefly, alter the rulings on lower signs following one another, contractions overlapping syllables, the preference of the *ar* sign over the *ea* sign and permitting *com* now to be preceded by a capital sign. Naturally, the changes numbered 4 and 7 would not be acceptable in view of the responses received on the *be, con* and *dis* usage and the contraction proposed for *less.*

Thus, we finally arrive at the end of a long eight-year project which your Committee feels has been successfully concluded. As customary in the past, this same report has already been presented to our other constituent body, the AAIB, and was accepted and approved at their meeting last month in Vancouver. Adoption here, therefore, of this report will authorize the Committee to proceed with the revision of the Code in accordance with the principles of the London Conference of 1956 and the results of the reader poll.

Before moving the adoption of this Report, however, the Joint Uniform Braille Committee, which is responsible for all matters pertaining to Braille, would like to report here on music notation and the mathematics code. It is recommended by the Committee that the Spanner REVISED INTERNATIONAL MANUAL OF BRAILLE MUSIC NOTATION also be formally approved and adopted for usage in this country by this Association. You will recall

that this work is the result of the 1954 International Braille Music Conference held in Paris, to which we sent delegates from America. This Manual has received the endorsement of those delegates and our Sub-Committee on Music Notation and is, therefore, submitted for your approval. No such action is needed at this time in regard to the Nemeth Mathematics Code, but those of you who are concerned with this system will be interested to know that plans are now under way for a revised edition of this manual to incorporate the interpretations which have resulted during the past two years this Code has been in use. This work should be completed late this year.

In reporting back to the AAIB in Vancouver on June 23, and to the AAWB here in Philadelphia on July 31, 1958, the Joint Uniform Braille Committee discharges its final responsibility to the Associations in Convention. With the completion of the editing and revision of the Braille Code during the coming months, the Committee will be dissolved and its work taken over on January 1, 1959, by a new, continuing interpreting authority to serve the field on all matters pertaining to Braille usage. It is suggested that the Executive Board of the AAWB, in cooperation with the Board of Directors of the AAIB, appoint a body of Braille experts representing the libraries, the embossers, the home teachers, the transcribers and the educators to serve the field on all questions of literary, music and mathematics Braille usage arising in the future.

I know that in this concluding report the other members of the Committee will want me to express to you their appreciation of your cooperation and confidence in the assignment given to us. We feel our work has not been in vain and hope that the Revised Code of Standard English Braille will bring about greater reading ease and understanding of the Braille system.

Respectfully submitted,

Paul J. Langan, Chairman
Marjorie S. Hooper, Secretary
Mrs. Holland Horton
Bernard M. Krebs
L. W. Rodenberg

REPORT OF LEGISLATIVE COMMITTEE

George E. Keane, Chairman
Assistant to Executive Director, Industrial Home
for the Blind, Brooklyn, New York

Your Legislative Committee met four times during the year and has been active in several areas of legislative effort, and I wish to extend to each member of the Committee my own thanks as well as that of the Association membership for the splendid contribution each has made to the Committee's work.

Joining with the American Foundation for the Blind, we were represented before committees of Congress on several occasions, either in favor of or in opposition to bills under consideration. All such action was taken within the mandates of earlier conventions in the pursuit of a better way of life for blind persons.

Two measures in particular received special attention and action in this regard:

Amendments to Title X, Social Security Act, were presented to the Ways and Means Committee of the House of Representatives requesting extension of benefits through some of the liberal proposals included in Mr. King's Bill (H.R. 5129) or, as an alternative, the minimum proposal contained in Mr. Jenkin's Bill (H.R. 695).

For those not familiar with these two measures, they are concerned with exemptions of earned income and other assets of blind persons receiving public assistance. The Jenkins Bill simply extends the $50.00 earned income by permitting additional earned income of fifty cents for every earned dollar until the total grant in assistance has been attained by that portion of earnings not exempted. Other liberalizing factors are included.

The King Bill does not change the present basic exemption contained in Title X, but does add liberalizing features including: the exemption of substantial holdings in real and personal property, of greater insurance values, of income from new business enterprises engaged in by blind persons which may be required for the improvement of the business, and other features, including a more liberal allocation of Federal grant money to the States. Your committee will continue its effort to effect such amendments to Title X unless this Convention should direct otherwise.

The second matter of urgent importance was the possibility of amending Title II of the Social Security Act concerned with disability insurance. Your Committee was concerned that, despite the fact that a provision has been written into the law creating disability insurance and establishing eligibility requirements and procedures, the amendment fell far short of the mandated proposal of our AAWB convention. In accordance with your directive, the Legislative Committee has attempted to secure amendments to Title II that will provide full benefits to any person employed in covered industry who shall lose his sight, as of the time of the onset of blindness. Most of you are aware of the confusion and disappointment occasioned by the interpretations of "gainful and substantial employment" as interpreted by local OASI officers. To avoid this, and to be sure that the benefits secured would not be affected by earnings, we have requested the Ways and Means Committee of the House of Representatives to write into any new amendment that such benefits shall be considered as though the applicant had reached age 72, interpreting it in the same way as that of actual benefits at age 72 which are not related to disability. Since this proposal was made to accomplish the purposes of your directive of the 1957 and earlier conventions, your Committee will continue to urge this amendment.

Your Committee has been asked by the National Rehabilitation Association to endorse a new rehabilitation bill, prepared by it and presented through its Secretary General, E. B. Whitten, which would in effect broaden the interpretations of rehabilitation now prevalent by including training and assistance in self-care procedures for the severely handicapped. The NRA has requested AAWB support for its measure. While this does not specifically relate to blindness and may not affect our programs due to the categorical administration of work for the blind, your Committee under the general directives of the convention to act for the welfare of the blind has given and will continue to give its support to this measure. This will be a new experience for us, since it has been work for the blind which has for the most part initiated liberalizing expansions of existing laws.

Your Committee has tabled for future consideration two very important matters: first, possible amendment to the vending stand act to avoid some of the present misinterpretations of this act pending further efforts by State and Federal executives to explore the possibility of adequate and more sympathetic interpretation; and second, a proposed library bill to improve and extend facilities for the distribution of reading matter for the blind by creating funds to be allocated to the States so that this distribution could be planned within each State. This measure was tabled pending further study by its proponent and others interested in this subject.

Most of you, I know, have been familiar with the unfortunate controversy created by the introduction of the Kennedy Bill (S. 2411) during the current session of Congress. In accordance with your mandate of the 1957 Convention, your Committee has taken every feasible step to oppose this bill. Unless this Convention directs otherwise, it will continue to do so should such opposition become necessary during the next Congress.

While many other measures were considered, it was clear that no significant legislation could be passed this year because of the unusual involvement of Congress in world affairs and in other investigatory procedures. It is hoped that we may have more success with the new

Congress in 1959.

Respectfully submitted,

George E. Keane, Chairman
V. R. Carter
Francis J. Cummings, Ph.D.
Alan T. Hunt
J. Arthur Johnson
Douglas C. MacFarland, Ph.D.
Charles M. See
Allan W. Sherman
Byron M. Smith
Edward J. Waterhouse, Litt.D.
Charles Weber

REPORT OF MEMBERSHIP COMMITTEE

William J. Ferrell, Chairman
Assistant Supervisor, Rehabilitation for the Blind, Tennessee Department of Public Welfare, Nashville, Tennessee

The Membership Committee of the American Association of Workers for the Blind, Incorporated, met at 8:00 p.m. on June 28, 1958, in the Connie Mack Room of the Sheraton Hotel at Philadelphia, Pa. The meeting was opened by the National Chairman, William J. Ferrell, after which the roll was called. Thirty-four were present.

Regional reports were given by Miss Mildred Oliver, George Shipley, William Joyce, Kris Winters and Paul O'Neill.

Miss Marie Busch gave a talk on "How We Organized in Missouri." Miss Busch reported that she appointed a committee composed of persons throughout the state to assist her in her effort to secure new members.

Miss Gladys Ridgway then gave a discussion on "How We Secured More than 100 New Members in Tennessee."

Mr. Roy Kumpe, a Past-President of the Association, gave a brief history of the Membership Committee which was first appointed in 1948. At that time the Association had a membership of less than 400, Mr. Kumpe stated.

After much discussion regarding membership, the Committee agreed that special effort should be made to contact all persons engaged in professional work with the blind (both public and private agencies) and to invite them to become members of the American Association of Workers for the Blind. It was also agreed that other groups and individuals to be contacted as prospective members should include board members of agencies serving the blind, Lions' Clubs, (particularly the Presidents and Chairmen of Aid to the Blind and Sight Conservation Committees) opthalmologists and other physicians, optometrists, public officials, blind persons engaged in business and the professions and, of course, all other persons interested in the welfare of the blind. It was noted that many professional workers objected to joining the Association since they were unable to attend the annual convention, but it was pointed out that they should be urged to join anyway as the *New Outlook for the Blind* and the printed PROCEEDINGS of the annual conventions (which all members receive) would be valuable resource material for them.

The Membership Committee made the following recommendations for consideration by the Board of Directors.

1. That the Board of Directors consider changing the installment payment of life memberships to $10 per year for ten (10) consecutive years instead of $25 per year for four (4) consecutive years, as is now practiced. The Committee feels that this would

do much toward increasing LIFE MEMBERSHIPS.

2. That the Board of Directors consider a more tangible award for the persons securing the most memberships, such as, a U. S. Savings Bond, a watch, an AAWB signet ring or some other desirable award instead of the credit on a life membership which is now awarded. It is felt that such awards would create a competitive spirit among the Membership Committee and would do much toward promoting AAWB. Also, it was stressed that such awards must be presented at the Annual Membership Breakfast; otherwise, they lose their effectiveness.

3. That consideration be given to designing an AAWB lapel pin with a special design denoting Life Membership.

4. That the Association prepare a brochure and/or leaflet, other than the one attached to the membership application, outlining the purposes and functions of the organization, and that such material be made available for general distribution. If such material were made available, it was suggested that one possible means of distribution might be through the public utilities as an enclosure with monthly statements.

5. That the Association prepare a quarterly bulletin or newsletter to keep its members informed on matters relating to the Association in the interim between annual conventions.

It was suggested that the letter enclosing renewal applications be sent out from the AAWB office between December 26 and January 1, each year.

This is the first time that the Membership Committee has had an official place on the Program and has met as a unit. The interest and enthusiasm in this meeting sufficiently demonstrated that a session on membership should be a regular part of all future convention programs. The membership has reached an all-time high, having increased from 1,356 in 1957 to 1,667 in 1958. This clearly indicates the importance of the Membership Committee.

Respectfully submitted,

William J. Ferrell, Chairman
William Joyce
Mildred Oliver
Paul C. O'Neill
Randall Pitman, Jr.
George E. Shipley
Braxton Tatum
Pauline Thompson
Lyle Thume
Kris Winters
Jack M. Yeaman

REPORT OF THE AUDITING COMMITTEE

Arthur V. Weir, Chairman

General Manager, The Canadian National Institute for the Blind

Toronto, Ontario, Canada

The opening of a permanent AAWB office in Washington made it possible for your Executive Committee to arrange for the transfer of all funds to the Union Trust Company of the District of Columbia, in Washington. Receipts are now deposited in this account, withdrawals being made by cheques signed by the Treasurer and one other of the authorized officers as in the past. The Staff and officers are now bonded.

Securities previously held by the Treasurer have been handed to the Executive Director to be placed in a Safety Deposit Box of the Union Trust Co., Washington, D. C.

The members of your Auditing Committee, Jake Jacobson, Joseph B. Delbridge and Arthur V. Weir, have examined vouchers and statements presented to them by your Treasurer, Philip N. Harrison, and from information received submit herewith statements of Income and Expenditures for the fiscal year and assets as at June 30, 1958.

THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND, INC.

STATEMENT OF INCOME AND EXPENSES

July 1, 1957 — June 30, 1958

Cash on Hand July 1, 1957			$ 7,148.52
INCOME			
Memberships:			
Sustaining	$12,228.59		
Life	1,500.00		
1957	1,080.00		
1958	7,044.50	$21,853.09	
Proceedings:			
1956	$ 16.00		
1957	88.00	104.00	
Refunds:			
Convention	$ 22.00		
Chase National Bank	16.32		
N. I. B.	9.20		
Canadian Exchange	1.42		
Typewriter	150.00		
Petty Cash	.60		
Air-Conditioner	219.90		
Subscription to New Outlook	3.00	422.52	
Interest on Bonds:			
Shotwell	$ 100.00		
General	100.30	200.30	
Registration		174.00	
Seal of Good Practice		4.67	
Home Teacher Certificates		11.00	
Taxes unremitted:			
Withholding Tax	$ 97.10		
F. I. C. A.	21.94	119.04	
Retirement		32.50	
Other Receipts		103.35	23,024.47
			$30,172.99

EXPENDITURES

Proceedings	$ 3,031.94	
Salaries	2,343.53	
Office Equipment	1,949.99	
Executive Director Expense	963.75	
Insurance	932.85	
Printing and Stationery	930.07	
Rent	886.70	
President's Expense	543.31	
Shotwell Award	450.00	
World Council Dues	400.00	
Telephone	367.18	
Seal of Good Practice	246.28	
Honorarium	100.00	
Typewriter Contract	84.50	
Testimonial Scroll	76.50	
Express Charges	19.05	
New Outlook	3.00	
Postage	40.00	
Petty Cash	300.00	
Miscellaneous	3.20	13,673.86
June 30, 1958 — Cash on Hand		$16,499.13

ASSETS as of June 30, 1958

Cash on Hand	$16,499.13
Securities — U. S. Series K Bonds—General Fund	3,000.00
U. S. Treasury 2½% Coupon Bonds—General Fund	400.00
Shotwell Memorial Fund	4,000.00
U. S. Treasury 2¼% Coupon Bonds—General Fund	300.00
Total	$24,199.13

Respectfully submitted on behalf of the Auditing Committee.

Arthur V. Weir, Chairman
Joseph B. Delbridge
Jake Jacobson

QUALITY OF SERVICES FOR BLIND PEOPLE
REPORT OF REVIEW COMMITTEE ON ETHICAL STANDARDS

Alfred L. Severson, Chairman

Sunnen Foundation, St. Louis, Missouri

The major emphasis of the Code of Ethics of the American Association of Workers for the Blind is on ethical methods of promotion and fund-raising. Little is said about agency programs beyond the phrase "reasonable efficiency in program management." An opposite procedure is used in the approval and accreditation of hospitals as was pointed out by Dr. Babcock at our last convention. The whole emphasis is on the adequacy of services with no regulations on fund-raising or promotion. The assumption seems to be that a hospital that is conscientious enough and able enough to have good services will be conscientious enough to be ethical in its promotion and fund-raising.

This assumption should be and eventually will be true in the field of work for blind people, but first there must be an extended period of conscientious, able, and hard work to clarify for all of us what is meant by good services, or good programs. The Review Committee decided it would work at this problem by trying to see what standards have been developing and to try to bring them into a focus which would stir further thought and action. The Committee consulted with others in a two-day meeting last fall and a four-day meeting this spring, but we want and need suggestions, questions and advice from the entire American Association of Workers for the Blind membership.

The Committee thought it would be of no help at this time to try to rehash the items of the Code of Ethics. We also felt it would be an impertinence to the Convention which had elected the able members of the Ethics Committee to arrogate to ourselves the task of trying to review the actions of that Committee. In addition, such a review could not be made without an unethical violation of the provision that information sent to the Ethics Committee by the agencies was confidential to that Committee. The Review Committee also felt that the question of how we can secure the cooperation of agencies by having them apply in much gerater numbers for the Seal of Good Practice should be held in abeyance while we tried to take a good look at the vastly important problem of quality of service for blind people and standards for such services.

There are many kinds of agencies and programs in the field of work for blind people and this forces the question of whether there can be any program standards that apply to all. Our conclusion is that there are, but that in addition each specialized area of service also has specialized standards. These specialized standards can be worked out only by the people engaged in their specialty. Efforts along these lines are being made and should be strongly encouraged. At the 1955 Convention, Sarah Gissendanner was encouraging the development of "a functional set of standards for home teaching."[1] The American Foundation for the Blind, at the instigation of the American Association of Workers for the Blind, is working at the arduous job of developing "a Manual of Principles and Standards of Services for Blind Persons."[2] The Federal Office of Vocational Rehabilitation and the American Foundation for the Blind work at developing standards through consultation and cooperation with the people in each special field as, for example, in the excellent New Orleans report "Rehabilitation Centers for Blind Persons." The American Foundation for the Blind 1956 "Survey of Library Services for the Blind" is an important step toward the development of standards in this field.

In some areas of our work, as in medical service and casework, the standards are developed by the profession and apply to work for blind people. The homes for older blind people have the responsibility of maintaining standards such as outlined in the excellent report by the National Social Welfare Assembly entitled "Standards of Care for Older People in Institutions." Workshops and schools have their own peculiar problems which they alone can solve.

In all of these efforts our main concern should be to bring the critical problems into focus in a way which will stimulate continuing thought and work, so all of us gradually will see and understand much more than we do at present. Without such a procedure, specific standards cannot be developed which will have general acceptance. This procedure means, among other things, that we concentrate on standards based on quality of service. There is great confusion when the question of quality is muddled by questions of quantity, or further muddled by questions of who should provide the services.

Are there, then, some areas of work which are common to all our varied agencies in the field, areas in which all of us can work together in developing standards of quality? We think there are.

A Helping Relationship

All of our agencies are in existence to be of help in some way to blind people. That help always, in the last analysis, involves the personal contact of a blind person with someone from the agency, directly or indirectly. That personal contact is the heart of all our work. It also is the source of most of our difficulties and of the criticism of agencies by some blind people. Usually when we look at the field of work for blind people we see it in terms of the many agencies over the country. This is necessary for certain purposes, but a more fruitful view for our purpose is to see it as the thousands of personal contacts that take place every day. If the agencies are to be of help to blind people these personal contacts must be helpful.

The question then arises, are there any characteristics of what Carl R. Rogers calls a helping relationship?[3] By this term he means "a relationship in which at least one of the parties has the intent of promoting the growth, development, maturity, improved functioning, improved coping with life, of the other. The other, in this sense, may be one individual or a group."

Dr. Rogers, out of his own extensive research in counseling and by a review of other research studies, concludes that there is such a thing as a helping relationship, and that it has certain characteristics even though we cannot be sure as yet of all that is involved.

Before examining some of the characteristics of a helpful relationship I should like to emphasize that the ideal itself seems to be of great value. It unites all of us, teachers, home teachers, counselors, psychiatrists, workshop people, social workers, medical men and others in a common problem and interest. At the same time it gives us a point of view for looking at our work. We can ask ourselves these questions. Was my dealing with this person in a way that was helpful, and why or why not? If it was helpful, was it the most helpful that was possible? What are the characteristics of a helping relationship as I see it from my own knowledge and experience? What can I learn from others about a helping relationship?

This kind of an approach puts real meaning into what so often are treated as cliche phrases, such as the client's right to be treated as an individual. It also helps us do what Bernard Baruch found so useful. He made it a point to review carefully his actions to determine why he had failed, why he had been successful and, if he had been successful, could he have done better. Without this kind of careful and conscientious review of our own actions it is difficult for us to be more than routine and unimaginative workers.

Perhaps I should indicate that other people, in addition to Carl Rogers, seem to think there is such a thing as a helping relationship. Mary K. Bauman, at the 1955 Convention, stated she was rebelling against the idea that counseling is to be done only by people known as counselors and that "you can turn counseling on and off as you might a faucet." She states, "In my experience, every employee for any handicapped group is a 'counselor' in that the behavior and attitudes of that employee affect the counseling relationship between the agency and the client. . .

No one can decide to be another person's counselor. It is the counselee who decides; he chooses who will be the influence in his life . . . Counseling is not necessarily talking . . ."[4]

Helen Harris Perlman has a recent volume entitled SOCIAL CASEWORK, A PROBLEM-SOLVING PROCESS, in which she gives special attention to what she calls "the helping process."[5] "Problem solving" and "the helping process" are not peculiar to casework, although special skills are.

Rogers, Bauman and Perlman all seem to agree that in any helping relationship there is not simply a relationship of the skill and knowledge of the "helper" being applied to the needs of the helpee." Instead, there is a relationship of two whole personalities. In this relationship many of the most important feelings and values are communicated on an unconscious level. What we are as persons counts for more than what we say and in turn molds what we say. As Rogers says: "When I am experiencing an attitude of annoyance toward another person, but am unaware of it, then my communication contains contradictory messages. My words are giving one message, but I am also in subtle ways communicating the annoyance I feel, and this confuses the other person and makes him distrustful, though he may be unaware of what is causing the difficulty."[6]

A helping relationship is one in which, among other things, the "helpee" has trust in the "helper," has the feeling that the helper is really *wanting* to understand him, and has the feeling of independence in making his own decisions. Trust — understanding — independence in decisions — these are important words but only as we seriously try to understand what they mean in terms of action. Rogers refers to a study which showed that people "who had gone for psychotherapeutic help to psychoanalytic, client-centered and Adlerian therapists . . . report similiar changes in themselves." "But their agreement on the major elements they had found helpful was even more significant. They indicated that these attitudinal elements in the relationship accounted for the changes which had taken place in themselves; the trust they felt in the therapist; being understood by the therapist; the feeling of independence they had in making choices and decisions."[7] Another study, says Rogers, "throws light on what is involved in understanding the client's meanings and feelings. His study is surprising in that it shows that 'understanding' of the client's meanings is essentially our attitude of desiring to understand."[8] We cannot understand unless we really want to understand.

It is difficult to avoid the temptation to discuss the many considerations included under the concept of a helping relationship. They merit a great deal of thought. The important point for our present purpose is that the concept of a helping relationship seems to apply to all our agencies, that when we fail here we fail at the most critical point, and that it seems possible to begin the development of questions and statements which will help us evaluate the effectiveness of our work as "helpers."

An approach entirely opposed to what we think of as a helping relationship was stated by a blind person at an American Association of Workers for the Blind convention some years ago. "I would first teach and urge and insist and gently force a blind person to be friendly. The ones who are naturally so or who cultivate a friendly spirit and a friendly approach to all do have their hours more happily filled than the grouchy and morose ones or even the pathetically shy and unambitious. The greatest thing, I think, that could be done for the blind, especially for the men, is to see that everyone has a typewriter and someone to teach him to use it. I hate to think of a blind person not having this outlet, this means of expressing hilmself, and the independence, the contacts with home and abroad, that the typewriter brings. Even one who is weak or ill or just able to get out could manage a small typewriter without fatigue. I cannot recommend anything more helpful than a typewriter. It is even better than a radio, I feel."[9]

Intake - Evaluation - Referral

Every agency, small or large, has the problem of intake, of who shall be admitted to its service. This is not easy, because every time a person applies there must be some evaluation of the person by the agency worker. The question for any worker who has even the beginnings of competence never is simply shall we

take this applicant or not, but what services give promise of being most useful to him and where can they be secured? We note at once that this question assumes that the worker knows the services provided by other agencies and makes intelligent referrals. The central point, then, is that intake never should be considered by itself. Intake — evaluation — referral are all part of one entity and must be considered together. A mistake here can have life-long consequences for the person.

The question of evaluation is, of course, critical. How can we make an evaluation and not fall into the trap of making a "diagnosis" which places the person in a category so we see the category instead of the person and treat him accordingly? How much is our judgment bound and limited by our biases about workshops, residential or day schools, social work or any other controversial issue in the field? How can an evaluation be made without subjecting the person to what might appear to him to be an inquisition? What kind of an evaluation is desirable for different types of services?

Joe Clunk states that the home teacher and the social worker, in direct service agencies, "are the first contact between the agency and the blind person and it is their job to analyze the needs of the individual and make use of all the resources of the agency as well as of the community in the solution of those needs." He goes further in saying "because of the basic character of social work, every agency, either public or private, must have a good social work department and even in a one-man organization the director is primarily a social worker . . . ."[10]

C. C. Kleber, in listing nine standards for workshops for blind people, includes:

"4. Proper medical services available assuring the physical fitness of the workers.

"5. Social services, indicating that the worker's placement in the shop is in accordance with his own wishes and is part of a constructive plan for gainful occupation.

"6. That additional opportunities of evaluation, adjustment, counseling have been made available to him, either within the agency or the community, whereby he might develop himself and perfect his skills."[11]

Eleven years ago Mr. Kleber stated: "I do, however, think that the workshops should be looked upon as a service to the blind in the same category as home-teaching, placement, etc. We should consider the adjustment and rehabilitation of the blind person as the chief objective to be obtained."[12]

This statement calls to mind a complaint by Benjamin Berinstein, Stetson Ryan and Albert Cowgill twenty years ago when they wrote: "Many agencies are absorbed with the problems of workshops for the blind and are unable to give to individual blind persons the attention they should receive."[13]

In the literature in our field there are a few scattered comments on intake — evaluation — referral, but I have seen no sutsained consideration of the subject. If we give it sustained consideration, isn't it possible gradually to develop questions and criteria which will set standards for all of us?

Medical

About 75 per cent of the legally blind people have some vision and that remaining vision is extremely important to each person. In many cases it is nip and tuck to preserve that sight. At the same time, many blind people neglect the medical care needed for their eyes as, for examples, the regular medication needed in glaucoma, the restrictions on activity necessary in retinal problems, or the periodic medical reexaminations indicated as desirable by the doctor.

In totally blind people there is the possibility of eye disintegration which would require the removal of the eyes. To some people, at least, this is another shock. Medical care to preserve sightless eyes is important.

Every agency has the responsibility of securing eye reports, if for no other reason than to determine eligibility. Every direct service agency has the additional responsibility of seeing that the blind person has the proper eye care to the extent that the person will accept and use that care. This responsibility can be filled by the agency itself or through cooperative relationships with other services.

The standards of medical care are determined by the medical profession. The standards of agency service to encourage, as much

as possible, the use of medical eye care are our responsibility.

It is highly desirable that agencies assume some responsibility for the general medical care of the person, but the degree to which this should be done is a moot question.

Administration

Every agency, small or large, has the problem of administration. This subject has received very little attention in our field, if one can judge by our literature. It has received a great deal of attention in the business world under the name of management. We will mention only two critical points out of many which would be considered.

Earl Ehrhardt, of the Illinois Bell Telephone Co., puts the first point in these words: "In your work as an administrator your main job is to help your workers — the people on the firing line — work with their 'clients'. Administration is only a tool to facilitate getting the job done. . ."[14]

The second point is from University of Michigan studies where certain conclusions are summarized in the following words:

> "The supervisors with better production records appear to be persons who show in a variety of ways that the individual is important to them, that they understand and appreciate him. Specifically, these supervisors spend more time in supervision; they are closer to their employees; they show a personal interest in their employees both on and off the job; they aren't always finding fault or imposing a penalty; and they are easy to communicate with."[15]

The same point was brought out from a different angle when workers were asked to rate ten job conditions in their order of importance. At the same time foremen were asked to rate the same job conditions in the order of importance they thought they held for the worker. The workers placed "Full appreciation of work done" in the number one position while the foremen listed it as number eight. The worker put in second position "Feeling 'in' on things" which the foremen placed in the number ten position.

To put the general point in a few words we quote from a *Harvard Business Review* article by Mr. Likert: ". . . the pattern of interaction between the manager and those with whom he deals should always be such that the individuals involved will feel that the manager is dealing with them in a supportive rather than a threatening manner."[16]

Perhaps we can say that our standards for administration should not be lower than what are considered good standards in the business world — at least as far as the question of human relationships in administration is concerned.

Information Center — Fund-Raising Public Relations — Record Keeping

Every agency for blind people has the responsibility of providing information to blind people and information to the public on a wide variety of requests. Every agency also has the problem of fund-raising in some form, the problem of public relations and public education, and the problem of records. A discussion of these problems would unduly lengthen this paper so we will limit ourselves to a few questions which will be stated towards the close.

In thinking of the quality of services for blind people we are forced to the conclusion that the major determining factor is that of attitudes — attitudes toward blindness and blind people on the one hand and attitudes toward the agency and one's job on the other. As a gentleman will or will not do certain things because he is a gentleman, so a worker will or will not do certain things because of the attitudes he holds.

The historic way of looking at blindness is to see it as a tragedy. A revolt against this point of view by some blind people has taken the form of saying blindness is simply an inconvenience. Both these points of view seem to be right in terms of the facts. Both also seem to be wrong in terms of the facts. Perhaps both should be replaced by a point of view more in accord with the facts.

There can be no doubt that when blindness hits there is tragedy, tragedy for the person who loses his sight or for the parents of the child born blind. There also can be no doubt that a blind person who has succeeded in living a full life as a person is no longer a participant in tragedy. In a tragic situation the tragedy consumes the attention of the participants and with great emotions. The person who has learned to live with his

blindness does not have his attention and emotions centered on the loss of sight but on the things he is doing in the ordinary course of life. He has learned to live well within the limitations imposed by the loss of sight.

There is a way of looking at blindness which is more in accord with the facts than either the tragedy or the inconvenience point of view, which ties blindness in with the life of human beings instead of making it something apart from life, and which points ways of action for those of us in work for blind people. That point of vitw is implied in countless articles in the field but the first clear expression of the proper phrase that I am aware of was by Ethel Heeren. It is simply to consider blindess as a crisis or, if you prefer, a crisis situation. The simplicity of this point of view should not be permitted to conceal its importance as a tool for all of us.

There are many crises in life, some major and some minor. In the field of physical disabilities alone there are multiple sclerosis, muscular dystrophy, cerebral palsy, poliomyelitis, terribly crippling accidents and many other life-changing experiences in addition to loss of sight. In each situation there are specialized medical and other skills to deal with the symptoms, to try to restore the functioning of the disabled part or parts of the body and, if this cannot be done, to reeducate the body to compensate as much as possible for the disability. All of us know, however, that the reaction of a person to a physical disability, and thus the nature of the crisis, does not depend alone on the nature of the disability. As Dr. Cholden says about blindness:

"Each patient will react to blindness in a manner characteristic of his personality. He will react to it as an emergency situation which will have most serious consequences for his future life plans. Besides the emergency aspect of the loss of vision, blindness in itself holds a number of special and deep meanings to the patient which must be considered in attempting to understand its effect."[17]

The term "crisis" is, I think, preferable to the term "emergency." Crises may be of shorter or longer duration. In addition, the term crisis includes the "special meanings" which are so important in determining the nature of the crisis itself. For example, a newly blinded person who feels that his loss of sight is a punishment from God is in a different situation from one who has no sense of guilt about his blindness. For another example, it is common knowledge that in many crises involving the question of life or death the determining factor is the will to live of the person.

It is very important to note that, in thinking of blindness as a crisis situation, the central factor with which we are working is the nature of the person himself. As Dr. Cholden says: "The way the individual has learned to cope with his major life problems and emergencies antedating his blindness will largely determine his ego-recovering capacity as far as blindness is concerned, assuming, of course, that the external obstacles are not too great."[18] How to understand, reach and help a person modify his points of view in a way to make the best resolution possible of a crisis is the great question which taxes all our abilities. Dr. Cholden puts the point sharply: "The individual who acquires a handicap in essence becomes a *different person* from his former self. In blindness, his eyes are the least part of the person that is affected. Mainly, the inner person is altered."[19]

Dr. Cholden is not speaking just of blindness but of people "acquiring a handicap." No doubt he would agree that in any real crisis, whether it relates to physical disability or not, there is a modification of the personality so the person becomes a "different person." To what degree he becomes a "different person" is always a question.

Dr. Cholden is taking the basic point of view of seeing blindness first in terms of common human experience and then looks at the special characteristics pertaining to the loss of sight. This procedure directs our action and thought toward the total person and helps break at its very base the segregation of blind people into a special and peculiar class separate from all other mortals. When our major view of blind people is in terms of the special losses that come with loss of sight, or on the "death" of a part of the person, or on the need for becoming a "different person," or to see blindness in terms of psychoanalytic explanations, the picture becomes very sad, indeed, unless we see that these same points of view apply also to other physical difficulties and to people

facing other forms of crises. When we think of blindness in terms of a crisis situation, however, we place blindness in the larger frame of human behavior and at the same time it requires the analysis of the special factors particular to blindness. Blindness comes to a person and the person must be central in our thinking.

The crisis point of view also helps us as we work with people who have successfully passed the crisis of loss of sight and who come to an agency for some service. They come with some problem, or some crisis of greater or lesser importance. They want us to work with that particular problem or crisis and, if we are providing good services, we meet their expectations as best we can on that basis.

Life is for all of us a series of problems, most of which we resolve with comparatively little effort, thought, or judgment. Others, however, becomes crises. What problems become crises and the seriousness of the crises varies with the abilities, sensitivity, maturity and general personality of the person facing the problems. What may be only a problem for one person may be a life-destroying crisis for another. In like manner what is a satisfying resolution of a problem or crisis for one person may be entirely unacceptable to another. Some people, for example, no doubt few in number, deep within themselves welcome the loss of sight as it provides a justification for their desire for dependence, their desire for attention, and their inclination to withdraw from the burdens of life. The losses that come with loss of sight are not to them too high a price to pay for the gains they acquire. A similar kind of reaction is seen in the case of a 25 year old woman who had seven children, lived in poverty and dirt, but who wanted to continue having a child each year because, as she stated to the interviewer, "You can go some place for a vacation each year. My vacation is when I go to the hospital to have a baby."

All of us recognize that the loss of sight brings a major crisis to the person. We also recognize that the problems arising from loss of sight are so severe that it seems folly to think of them as a mere inconvenience. The question then is whether in looking at blindness and blind people the crisis or the loss point of view will be central. The crisis point of view seems unquestionably to be what is needed because:

1. It directs our attention and activity to the whole person instead of just to blindness.
2. It tends to desegregate blindness in the sense that we see it as one of the major crises of life and subject to understanding in the same general terms we understand other crises.
3. It minimizes the tendency to see blindness as a never-ending tragedy for the person. At the same time it recognizes that, as in many other crises, there is a tragic element of heroic or puerile stature which cannot help but excite in the spectator admiration, pity or the other emotions which are peculiar to human beings.
4. It helps remove the superiority feeling which is almost forced when a sighted person continuously sees the blind person in terms of the losses the blind person suffers and from which he is free.
5. It gives a basis for freeing the blind person from the domination of agencies by seeing the agencies as points of help in crisis situations — for the crisis that comes with loss of sight or for the subsequent lesser crises or problems. If we always see blind people in terms of their losses the tendency is to see them as wards of agencies.
6. It gives a point of view for the education of blind children. Since the loss of sight makes it much more likely that blind people will have more problems and crises in their lives than sighted people, it is of central importance to do everything possible to assist them in developing their abilities to meet problems and crises. This is an immense and important subject.

We are not concerned in this discussion with the attitudes of the general public to blindness and blind people. Our concern is with the attitudes of sighted and blind people who are workers in the field, for the character and quality of the services provided by the agencies depend above all else on how they see blindness and blind people.

Attitudes Toward the Agency and One's Job

I would like to give this very important subject to each of you in the form of a question. What attitudes toward yourself and your job make for the most effective work and the most satisfying life?

If it is true that a helping relationship, intake — evaluation — referral, medical records, administration, and information center, public relations, fund-raising, attitudes toward blind people and attitudes toward our jobs are of common interest to all our agencies, we still have the question of what standards will help us know how we rate on each point.

The American Association of Social Workers adopted in 1951 a Code of Ethics in which Principles of Professional Conduct were listed under the five headings of relation to clientele, to employing agency, to colleagues, to the community and to the profession of social work. Under the heading Relation to Clientele were six points, of which we quote the first three.

"The American Association of Social Workers believes that the social worker should:

1. Regard as his primary obligation the welfare of the persons served, consistent with the common welfare and as related to the agency function and/or defined by law.

2. Accept that in professional relationships his professional responsibility takes precedence over his personal aims and views.

3. Accept the right of persons served to make their own decisions and to act for themselves unless they freely give this authority to the agency or unless the agency must act in a protective role in order to safeguard the persons served or the community."

Statements of principles of this kind are excellent but the problem remains of knowing what the general phrases actually mean in many kinds of situations. Unless there is a continuous inquiry on the question of what a general phrase means that phrase easily becomes a cliche with which an inadequate worker deludes himself into thinking he is doing excellent work.

Instead of trying to list general principles or a list of specific standards I would like to raise a number of questions which imply some standards.

A Helping Relationship

When a person comes to an agency for help our first problem is to know something about the person and the peculiar meanings to him of his problem. To interject ourselves into the life of the person without some adequate knowledge of the person is to be a bull in a china closet. This fact forces the acceptance of what is called "non-directive" interviewing. The questions we list are based on the assumption that non-directive interviewing is the standard which we should hold for ourselves and that whenever we depart from that standard we do so consciously and for good reasons. In some instances, for example, specific directions and advice are helpful. There is, however, a great tendency in human beings to order, forbid, advise, direct, control and impose our own standards on others. To follow this natural inclination without conscious justification for it is the surest way to produce a non-helping relationship instead of a helping one.

Here are questions we can ask ourselves:

Did I talk over say 15 per cent of the time?

Did I contradict the person?

Did I interrupt?

Did I give any unasked for advice?

Did I give advice when asked for it?

Did I think of other things than the person and his problems?

Did I feel any resentment at anything the person said?

Did I have the feeling of being hurried and busy?

Did I try to inspire the person?

Was a decision made on the basis of my authority?

Did I look for more than one possible resolution or did I jump on the first one that came to mind?

Did the interview terminate with some next

step as a goal or was a final goal presented which might seem so difficult of achieving as to encourage the person to give up the struggle?

Did I review the interview later to analyze what happened and why?

Intake — Evaluation — Referral

Did the receptionist greet the person in a welcoming way?

If the person had to wait was some explanation given and some apology?

Should agency services be limited to people within the technical definition of blindness? Did the interviewer take a little time to establish ordinary human relationships so the person could volunteer his problem or did the interviewer say "Can I help you?"

If the person was an adult was he called by his first name or by Mr.?

Is there a single interview procedure which is used for all applicants?

Does intake include the possibility of introductions to other people in the agency and even visits to parts of the agency?

If in the original interview it seemed necessary to have a long series of examinations and consultations before action could be taken, was this understood by the person to be desirable and necessary?

Was the interview of a kind to be a "helping relationship?"

Medical

Are there one or more medical men serving the agency on a paid or on a volunteer basis?

Does the agency use the community medical resources?

Does the agency have medical information on all its clients?

How does the agency handle requests from clients for interpretation of their medical problems?

What does the agency do with eye reports which indicate the need for medical follow-up?

Should the agency have accident insurance?

How is first aid handled?

Administration

Are all the actions of the agency determined by the answers to two questions — Is this good for blind people and, if so, can we do it?

Is the purpose of the agency continually in the center of attention so each department appreciates the work of the other departments?

Does the director and do the supervisors talk *to* their people or *with* their people?

Is every effort made to have staff members "in" on plans for the agency at as early a stage as possible?

Is there a "we" feeling or an "I" feeling in the agency?

When a staff member, blind or sighted, has proved to be inadequate after having been given ample opportunity to become adequate, is he dismissed?

Information Center

Does the agency have pamphlet material on the problems of blindness and the services for blind people which are given on a selected basis to people requesting information?

Does the agency know enough about the books in the field to make helpful recommendations in selected cases?

Does the agency know enough about the tools and applicances for blind people to be able to assist the blind person to get those he needs?

Does the agency know the services available locally or at a distance which are useful for some blind people?

If the agency cannot answer a request for information will it tell the inquirer it will secure the information and let him know or refer him to a source where the information is available?

Does the agency deal with inquiries on controversial questions in an objective way?

Does the agency consider every inquiry from the public, no matter how naive it may appear, as an opportunity?

Fund-Raising

Does the agency have a solid enough belief in the value of its services so it does not resort to fund-raising gimmicks?"

Are the fund-raising procedures and costs such that we have no hesitancy in making them public?

Is all our fund-raising material required to pass the test of two questions — Will it give offense to able blind people who are making their own way in life? Is it of a kind that will further their endeavors through its influence on the public?

Do we ever use phrases which encourage the public to think of "the blind" instead of blind people — phrases such as "help the blind", "living in darkness", "close your eyes and see what blindness means" or "how much is it worth to you just to be able to read this?"

Do our fund-raising materials center on what the agency is doing with the money it has and the needs for providing further services?

Public Relations and Public Education

Do we know what we really intend to do by public relations? Or by public education? If we do, do we state those intentions specifically and direct our actions to them?

Do we think that blind persons should receive services from general comunity agencies on the same basis their services are provided for all people, and that part of our public education job is to help make this possible?

Records

Is all personal information kept completely confidential except when released on proper authority?

Are all other records, including the audit, considered as public records?

Are financial and service reports made to the public which give an honest picture?

Attitudes Toward Blind People

Do I think of "the blind" instead of blind people?

Do I think blindness is the worst affliction a person can have?

Do I think blind people should have things free?

Do I think blind people should not organize?

Do I have a genuine admiration for a good many "ordinary" blind people?

Do I expect people to exert the extra effort needed to help compensate for the loss of sight?

When I think of "independence of blind people" do I include independence from agencies?

Do we use blind people for volunteer service in the agency as we do sighted people?

Conclusion

There has been a great increase over the years in the quality of services for blind poeple. The world is moving so fast, however, that to be content with our present standards automatically would leave us farther and farther in the rear of the march of knowledge and events. We are not content. We have energy, convictions and enthusiasm. These invaluable assets are translated into increasingly more effective services as we concentrate attention on the central problem of quality of services.

It might be of help if our Committee brought together in one booklet a selection of important articles bearing on the subject. Certain writings stand out in importance and at present they are more or less lost in the general literature. We solicit your recommendations on articles or on sections of books which have been helpful to you and which you think are worthy of reprinting in whole or in part. The material should not deal with the work of any single agency nor with the specialized standards for any area of service. It should deal thoughtfully with basic problems affecting all our services and in a way that can be understood by the ordinary intelligent person. We also solicit your ideas and suggestions on any aspect of the problem of standards in our field.

Kindly send suggestions

to

Alfred L. Severson
7910 Manchester Avenue
St. Louis 17, Missouri

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Respectfully submitted,

Alfred L. Severson, Chairman
Philip N. Harrison
Marian Held
Roy Kumpe
Harold L. Pocklington
Mrs. Sidney E. Pollack
Howard M. Liechty

REPORT OF NECROLOGY COMMITTEE

Nelson Coon, Chairman
Librarian, Perkins School for the Blind
Watertown, Massachusetts

Mr. Chairman, Fellow-members:

It is with a need for apology that your Committee wishes to present its report of deaths within our ranks during the past year, for it is only a few weeks that we have had in which to gather the facts necessary to make the report at all inclusive. Should there, then, be omissions from this list, please let us know so that the names may be included in the published version.

Just as in the educational world there is a growing recognition that the level of attainment often means less than the quality of the effort, so, too, in our field and among our workers, the laurel wreaths may often be as much deserved by some humble workers as by those who have held posts of importance. Hence we shall do little in this report to judge of worth or achievement, but present, in the midst of our hurried and often harried life, for your consideration the names of those who in the last twelve months have passed to their reward.

We cannot, however, quite let this moment

pass without one word on the death of Samuel Perkins Hayes for, over and beyond his well-known accomplishments in the field of psychological testing, there is the indisputable fact that he, more than most men of our time, has given status to the blind by disproving the contention that blindness is necessarily associated with mental retardation. His death has been officially noted throughout the world and even behind the Iron Curtain, and we can do no less.

Important, too, beyond perhaps the knowledge of younger generations, was the lifetime of service to the work for the blind by Mary Dranga Campbell, whose wide knowledge and understanding brought inestimable benefits to many.

And your Chairman would not be true to his profession, if he failed to mention the death of Robert W. Beath, elected Chairman of Section H, who so well served the blind of Canada as National Librarian and whose good sense and humor meant much to the deliberations of this body.

Other deaths which have come to our notice of persons each in his own way importantly serving smaller or larger communities of interest, and the mention of whose name may invoke for many here the memories of their living presence, are the following:

Robert W. Beath, Toronto, Canada
Frank A. Birgfeld, Washington, D. C.
Edward H. Brayer, Batavia, New York
Mrs. Mary Dranga Campbell, Reedsville, Pennsylvania
Henry A. Colgate, New York, New York
Miss Loaizo Cordero, San Juan, Puerto Rico
Howard Eeigel, Philadelphia, Pennsylvania
Norman M. Foote, Caldwell, New Jersey
Mary E. French, Providence, Rhode Island
Robert H. Hallowell, Boston, Massachusetts
Samuel Perkins Hayes, Princeton, New Jersey
L. I. Ivie, Dresden, Tennessee
Henry Johnson, Raleigh, North Carolina
Mrs. Blanche Logan
John Henry McAulay, Martinsburg, West Virginia
William R. Mills, Chicago, Illinois
Edward R. Novak, Morristown, New York
William Ziegler, New York, New York

In concluding this list, may I ask that the audience will please rise and join with me in a moment of silent tribute to these and others unknown whom we number among our remembered friends. And as we prepare for this thoughtful moment may I read to you (with minor rephrasing) a stanza from a poem by a deaf-blind writer and poet of the last century who was indeed a worthy forerunner of our contemporary poets—Helen Keller, Robert Smithdas and Richard Kinney. This man was Morrison Heady, who, in speaking of a future life of friends, wrote:

Henceforth I sing in happier, bolder strains.
What's lost to us is God's; what yet remains
Still his own gifts. In endless light He reigns,
And reckoning of their worthy lives will keep.

Respectfully submitted,
Nelson Coon, Chairman
Raymond Dickinson
Irene Jones

REPORT OF RESOLUTIONS COMMITTEE

Joseph F. Clunk, Chairman
Managing Director, Philadelphia Association for the Blind
Philadelphia, Pennsylvania

Resolution 1

Whereas, The membership and our visitors believe this has been a most delightful and inspiring convention, the success for which has been due to the untiring and devoted services of many people and organizations, and we are sincerely and profoundly

grateful to all who have contributed to our enjoyment, entertainment and general well-being;

THEREFORE BE IT RESOLVED, That we here record our thanks to all of them:

To the Agencies forming the Host Committee:

Berks County Association for the Blind
Bucks County Association for the Blind
Catholic Guild for the Blind of the Archdiocese of Philadelphia
Delaware Commission for the Blind, Wilmington, Delaware
Free Library of Philadelphia, Library for the Blind
Lions Clubs of Philadelphia
Montgomery County Association for the Blind
Overbrook School for the Blind
Pennsylvania Association for the Blind, Chester County Branch
Pennsylvania Association for the Blind, Delaware County Branch
Pennsylvania Association for the Blind, Harrisburg, Pennsylvania
Pennsylvania State Council for the Blind, Harrisburg, Pennsylvania
Philadelphia Association for the Blind
Volunteers Service for the Blind, Inc.

To the Chairmen and active personnel of the Host Committee:

Joseph F. Clunk, Chairman
R. Earl Barrett, Vice-Chairman
Mrs. J. M. Beck, Secretary-Treasurer
Mr. Ray Smyth, Entertainment Chairman
Mr. Howard H. Weigle, Exhibits Chairman
Mr. George N. McCrea, Finance Chairman
Mrs. L. Alan Passmore, Chairman; Mrs. Henry R. Christman and Mr. Charles H. Ness, Co-chairmen, Hospitality
Mr. John D. Warriner, Chairman, and Mr. Robert M. Boston, Co-chairman, and Mrs. Betty Lewis, Public Relations and Press
Mr. Thomas B. Everist, Tours Chairman

To the Lions Clubs, Rotary Clubs, Kiwanis Clubs, and other organiations which extended our members their hospitality and association.

To Mr. William Newlin, who has so generously tape-recorded all of the General and Business Sessions.

To Mr. Herbert C. Treneer, who has entertained us at the start of each General Session with his delightful music.

To the Boy Scouts and Girl Scouts of America.

To the personnel of the Sheration Hotel, particularly:

Mr. Lloyd B. Caswell, General Manager
Mr. Joseph Conlan, Manager
Mr. Alan Schnell, Director of Sales
Mr. James Gray, Reservations
Mr. L. Maurice Roundeau, Maitre d'hotel

To Mr. Paul Mangan, National Convention Manager of the Sheraton Hotel Corporation.

To the Philadelphia Convention Bureau, and their most cooperative and efficient staff:

Mrs. Ruth Green
Mrs. Eleanor Engelhart
Mrs. Betty Andrews
Mrs. Virginia McGonigle

And, finally, to the organizations and companies which provided free coca cola and coffee:

Pennsylvania State Council for the Blind, Department of Welfare, Business Enterprises Program, Mr. Mike Gallagher, Supervisor
Selmix Dispensers, Inc., manufacturer of the dispensers, Mr. Orlando Follon, representative
The Coca Cola Company, Mr. John Breen, representative
Standard Brands, Inc., which furnished the coffee

RESOLUTION 2

WHEREAS, The "Revised International Manual of Braille Music Notation 1956," based on decisions reached at the International Conference on Braille Music in Paris in 1954, and compiled by Mr. Harry V. Spanner, Braille Music Secretary of the World Council for the Welfare of the Blind and World Braille Council, has now been published; and,

WHEREAS, The said "Revised International Manual of Braillle Music Notation 1956" has been thoroughly examined and approved by the Sub-Committee on Braille Music of the Joint Uniform Braille Committee;

THEREFORE BE IT RESOLVED, That the Joint Uniform Braille Committee submits for official adoption a recommendation to the American Association of Workers for the

Blind that the said "Revised International Manual of Braille Music 1956" be recognized as the system of music notation to be used by the embossers and transcribers in the United States beginning on the first day of September, 1958.

RESOLUTION 3

WHEREAS, The Joint Uniform Braille Committee has submitted its final report on recommended proposals for the revision of the Standard English Braille Code for Grade II; and,

WHEREAS, A nation-wide sampling of reader preference has been completed to determine the opinions of the uses of Braille in this matter; and,

WHEREAS, the Joint Uniform Braille Committee has been in consultation with the British Uniform Type Committee for the purposes of arriving at a uniform Braille Code of basic principles for English-speaking countries;

THEREFORE BE IT RESOLVED, That the American Association of Workers for the Blind, in Convention at Philadelphia, Pennsylvania, on August 1, 1958, does hereby approve the Report of the Joint Uniform Braille Committee and authorizes the said Committee to proceed with the actual editing and revision of the Standard English Braille Code for official adoption and use beginning on the first day of January, 1959.

AND BE IT FURTHER RESOLVED, That the Board of Directors of the AAWB will, in cooperation with the Executive Board of the AAIB, appoint a continuing body of Braille experts, representing the libraries, the embossers, the transcribers, the educators, and the home teachers, to serve the field as an interpretation authority on all matters of literary, music, and mathematical Braille usage arising in the future;

AND BE IT FURTHER RESOLVED, That the President of the AAWB be empowered to cooperate with the President of the AAIB in naming a joint authority, of not more than three members, to serve as the interpreting authority on Braille, effective January 1, 1959.

RESOLUTION 4

WHEREAS, The Shotwell Memorial Award Banquet, at which the award for outstanding services is presented, is the high spot of the annual Convention; and,

WHEREAS, The attendance at this function has been diminishing for several years;

THEREFORE BE IT RESOLVED, That the Board of Directors be requested to analyze the reasons why this has occurred, and to consider the possibility of holding the banquet earlier in the week when the maximum number of members are in attendance.

RESOLUTION 5

WHEREAS, Many members attending the annual Convention of the AAWB find it impossible to attend group meetings relating to subject matters with which they are concerned, because of conflicts in scheduling of meetings;

THEREFORE BE IT RESOLVED, That the Board of Directors be requested to investigate the possibility of assigning to an over-all Program Committee responsibility for coordinating the General and Sectional meetings with respect to content and timing.

Respectfully submitted,

Joseph F. Clunk, Chairman
Raymond M. Dickinson
Holland Horton
Roy Kumpe
M. Anne McGuire
Allan W. Sherman
Virgil E. Zickel

REPORT OF POLICY COMMITTEE

Francis J. Cummings, Ph.D., Vice-Chairman
Executive Secretary, Delaware Commission for the Blind
Wilmington, Delaware

Our Chairman, Col. E. A. Baker, now on his way around the world, including a stop-over in Ceylon for a meeting of the Executive Committee of the World Council on the Welfare of the Blind, asked me to appear before you in his stead and tell you of our doings. Actually, what we have to report today is not of a final nature. Much research was found to be necessary before we could prepare a report on the policy of the AAWB over the years, as expressed in convention proceedings and other pertinent documents. Mr. Donald Patterson, our good friend now retired from the Library of Congress staff, generously—and bravely—assumed responsibility for the research. He tells us there is much more to do than we had anticipated but that the work is well under way and should be completed in the next several months. Accordingly, your Policy Committee reports progress of a substantial nature toward our final report to be given in Detroit at the next convention of the AAWB.

Respectfully submitted,

Colonel E. A. Baker, Chairman
Francis J. Cummings, Ph.D., Vice-Chairman
M. Robert Barnett
William E. Bartram
Reverent Thomas J. Carroll
F. E. Davis
Harry E. Simmons
Mary E. Switzer
Robert H. Thompson, Pd.D.

REPORTS FROM AGENCIES, ASSOCIATIONS AND ORGANIZATIONS

REPORT OF THE AMERICAN FOUNDATION FOR THE BLIND

M. Robert Barnett, Executive Director,
New York, New York

Ladies and Gentlemen:

Anytime I came before you at this spot on the AAWB program to make a report on the American Foundation for the Blind, I have asked myself the question — "Why should the Executive Director of the American Foundation for the Blind make a report to this group?" You might well ask the same question. This is ad lib — don't answer it.

Seriously, you heard Sunday night a history of sorts of the activities of the AAWB given by your President. You will recall he mentioned that one of the accomplishments of the AAWB, in concert with the American Association of Instructors of the Blind, around the year of 1917 working on up to around 1921, was that of calling for and accomplishing the creation of the American Foundation for the Blind. That act in itself and the history of affairs since did not make the Foundation necessarily the property of this Association or of the AAIB, and it has not necessarily made the AAWB or the AAIB beholding in any way to the Foundation. As we all know, all three of our organizatoin are separate entities. However, there seems to be running throughout the relationship something deeper than just the simple word "cooperation" would indicate.

The Foundation in 1921 took the mandate from this organization to do certain things. The Charter and By-laws of that year were rather astutely drawn. It is rather remarkable, if you would like to read some more history, to read what our forefathers asked be attempted by a national clearinghouse operation. An organization which would serve the entire field — any person with any concern about blindness who needed information. Do it well, and if possible, do it without interfering in and disrupting the activities of other very sound, good and legtimate organizations. In a sense, the Foundation is still unique. In its total program and all of its aspects put into one whole unit, it is the only one agency of its kind in the United States. It does not, on the other hand, compete in any way with any other national agency and anytime that the Foundation can discover that a service it is attempting can be done better by another nonprofit organization in the field of some service available to blind persons, because of evolution, from private industry or other governmental or private sources, it has discontinued that service.

Throughout the years, the Foundation program has been greatly influenced by requests which emerge from the conventions of the two Associations to which I have referred. The fact that I am here again each year to report to you is an indication that the Foundation is at your service.

We stopped, several years ago, attempting to give detailed activity reports to this Association. Printed annual reports are available to every member of both Associations, as well as to the general public and there are many other ways in which the activities of the Foundation are known to you throughout the year. Our purpose, then, this morning is not to give you a detailed activity report — a tediously long

document — but simply to highlight a few items that will give you a better understanding of what we have been doing and where we are heading.

The Foundation budget for the year which began July 1 is now something over $1,700,000. That sounds like a nice sum of money — and it is. However, I would like to tell you that it is $200,000 less than the total of all the requests which were funneled up through the budgeting process this spring which came from our staff and from cooperating agencies, institutions, etc. This is a normal problem with anybody's organization. They always start with wanting more than anyone can pay for. The Foundation, however, will operate this year at about a $1,700,000 level which predicts a $56,000 deficit next June 30. It seems strange, but every year for the past ten years, we have always predicted a deficit and have never encountered one until this year. The Foundation's total assets, as of June 30, have increased again thanks to the generous bequests and other unexpected gifts which have come in, but on the basic operating budget last year, ladies and gentlemen, closing June 30, we ran about a $20,000 deficit. This is not serious but I thought it would be worth reporting to you to let you know that we are reaching a level of financing at the Foundation that can now be said to put us at a level where it is going to be more difficult to meet ever-growing increases for all kinds of side-line activities. The Foundation more than ever in the future must attempt to concentrate on the basic needs of the field and we need your advice to help us do that.

There are a few items within our budget which I think you would like to know a little bit more about at this time since they might not be presented to you at some other time. We have heard quite a bit about public education this week. The Foundation, six years ago, began a rather overt and aggressive advertising program in order to help to see to it that any blind person anywhere in the United States who needed a service which society says he can have would know that that service exists and how to get to it. Also, perhaps some day through the public education efforts of all of us, the whole idea of public attitudes might be improved some slight bit. The budget for that service is approximately $50,000 in personnel and in materials and overhead expenses for the Public Education Department. This is not the Foundation's Fund-Raising Department. Those of you who pay close attention will notice that none of the public education materials which appear on radio and TV — except in very rare instances when we have been doing an experimental effort — have had a fund-raising pitch. This is also a deliberate policy. We hope that the radio, TV and other types of barrage advertising will help us. Our own vested interests will help more and more people to know that we exist but we hope that it helps you in your local communities. Any one of you in any community where our publicity is giving you trouble — real legitimate trouble, that is, rather than helping you, please do not be at all shy about complaining. I can assure you that some of your colleagues are not. The budget this year continued public education at the same level of $50,000.

I would like to mention specifically and quickly the subject of scholarships and fellowships. We discovered through a study that the financial amount of the scholarship was rather low. Beginning this year, the scholarships for blind students in college have been increased from $500, as a unit for the year, to $800. I hope it will mean more to those who get the scholarships. You may be interested in a side-line on that — we are still getting more requests for scholarships from blind persons than we can meet. This, in a way, is somewhat of a commentary which you yourself can interpret with regard to our state programs of vocational rehabilitation. Since I have said that, I have to add one more sentence. It is true that very few of the requests for scholarships these days come from undergraduates. Most of their needs seem now to be met by vocational rehabilitation. The scholarships now seem to be going more and more toward graduate study.

You are aware of our program of fellowships. There are quite a number of various kinds. We encourage all whose employer will permit them to have educational leave to go back to school, get a social work degree, if they don't have one, or a degree in education or some other degree appropriate to the field,

and hope that they in this way make some small contribution, not only to their own personal success, but to the gradual raising of personnel standards throughout the field. The total fellowship and scholarship budget is also something over $50,000.

All of our publications are service periodicals except for *Touch — and Go* which is partly a service periodical and partly a kind of trade journal for our deaf-blind friends. All periodicals and publications of the Foundation are presumably to help you and not necessarily for the information of blind persons. Those publications and periodicals are costing the Foundation around $57,000. That includes the budget of *The Outlook* which you get with your membership with this Association.

Now, I think that is enough money talk. I simply wanted to give you the above information to let you know how the money is being spent and if, in your opinion, it is not being spent wisely and soundly — again — let us hear from you.

The Foundation, it was reported to you a year ago, had found over the years that it had grown without a sense of direction, at times, and more obviously without an efficient administration. With the help of a consultant, we have reevaluated the Foundation and have redesigned its structure on what we now believe is a sound basis. You have heard that we have a Division of Community Services, a Division of Research and Specialist Services, and a Division of Technological Services, as well as the usual other departments like Accounting, Office Management, etc.

The net purpose of the Foundation still is to secure more data and to disseminate it to you in various ways. In order to get this done and do it more effectively and in great quantities, we have to have additional personnel. I will try to mention rather quickly the names of a few persons who have been added to our staff in this year, and that will give you again a more graphic idea than just hearing me talk in general terms.

Early in the year, you will recall that we had the good fortune, at the bad fortune of the Office of Vocational Rehabilitation, to attract Mr. Arthur Voorhees to our staff as Consultant sorry that Mr. Voorhees could not come to see in the Vocational Rehabilitation area. I am all of his friends here. You know that he has a serious illness in his family — Mrs. Voorhees is not very well — but I bring you his greetings.

Later this year, we appointed Dr. Milton Graham to the somewhat new position of Director of the Bureau of Research. This is the position, in a sense, which Dr. Nathaniel Raskin used to hold and who resigned last year to go to the University of Chicago.

We are anouncing in New York, this week, the appointment of Dr. Marc Vosk as Director of Surveys. I cannot take the time to detail these gentlemen's credentials, but as you get to know them I am sure you will welcome them to the field as very high caliber men to help us with our research and survey work.

You have met, during this convention I hope, such persons as Mr. Charles Brown, who is our Field Representative for the western part of the United States and Mrs. Doris Sausser of the southeast. Miss Ruth Friedman also is at this convention. Those of you who get letters from us calling your attention to the fact that someone in your state or city had written to us wanting to know where they could get some of this "help" we have been advertising, very frequently get letters from what we call our Information and Referral Office. The supervisor, Miss Friedman, has joined our staff during the past year.

You have already heard, at other times, but I would like to report it again at this time for the purpose of the PROCEEDINGS of this meeting, that we were very sorry, but in a sense happy for you folks, that Mr. Hulen C. Walker resigned from the staff of the Foundation, about six weeks ago, after ten years of very wonderful service for us, and is sitting here in his new capacity of Executive Director of the AAWB. We then had the good fortune, at the loss of the Blinded Veterans Association, to secure the services of Mr. Irvin P. Schloss as our Legislative Analyst based in our Washington office.

In closing, I wish to state again that the American Foundation for the Blind would welcome any suggestions or comments from you folks concerning our program and activities in the field.

Respectfully submitted,

M. Robert Barnett, Executive Director

REPORT FROM THE AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND

Donald W. Overbeay, President
Superintendent, Iowa Braille and Sight Saving School
Vinton, Iowa

Madam Chairman, Mr. President, Distinguished Guests, and Fellow-members of the American Association of Workers for the Blind:

It is a very real pleasure for me, as President of the American Association of Instructors of the Blind, Incorporated, to extend greetings and best wishes and to make a report on the activities of one of your sister organizations.

The AAIB held its first meeting in New York City, August 16-18, 1853. It has continued to function ever since as a national, professional organization, specifically and primarily interested in the education of visually handicapped children.

Until 1952, membership in the AAIB was limited to corporate members, primarily residential schools. Only delegates appointed by administrators of these schools were eligible to conduct its business. It contributed much to the educational welfare of blind children during its first 99 years.

A "new" AAIB began on the campus of the Kentucky School for the Blind in Louisville in June of 1952. This was the 41st Biennial Convention of the Association. Here, a new Constitution and By-laws were adopted, which expanded the membership to include "any persons affiliated with or interested in the education, guidance, vocational rehabilitation, or occupational placement of blind and partially seeing."

This also was our first workshop-type of convention. Thirteen special-interest groups worked long and effectively for five days, studying and discussing problems of mutual interest. These 13 groups have increased to the 21 who met June 22-26 of this year in Vancouver, Washington. A sample listing of these workshop groups would include: commercial arts, guidance, houseparents, kindergarten, library science, industrial arts, home-making, mathematics, multiple handicapped, pre-school, piano technicians, principals, slow-learner and retarded children, superintendents, etc.

These workshop groups have their own officers, for the most part non-administrative persons, and function as interest groups, not only at the conventions, but between conventions. They have been especially helpful in promoting regional meetings. For example, it has been my privilege to attend meetings on the slow-learner, music, science, etc. Every member has the opportunity to learn, *and* to effectively participate.

Memberships have increased from 792 in 1952 to approximately 1275 this year. As memberships have increased, and a greater awareness of the needs of blind children has permeated the organization, so has the demand for services. In spite of increases in annual dues, in spite of help from interested foundations, the AAIB finds itself confronted with requests for more services than its present financial condition permits. We are, however, optimistic that we, too, shall be able soon to establish a national office and to employ a full-time executive director.

Since Immediate Past-President Dr. R. H. Thompson reported to you a year ago in Chicago, the AAIB has been active on many fronts.

For example:

It has become incorporated under the laws of the State of Kentucky.

The statement covering joint services and

mutual assistance between the AAIB and the AFB has been formally adopted by the Board of Directors of both organizations.

Egbert N. Peeler and his Committee on Standards and Evaluation are continuing their fine study which will culminate in the establishment of specific criteria for judging the efficiency of the various programs of the schools educating blind children.

Two institutes for houseparents have been completed. The first one was held on the campus of Washington University, St. Louis, Missouri, from July 8-19, 1957. Forty-five houseparents, from 18 states attended, being housed at the Missouri School for the Blind. The first western institute for houseparents of visually handicapped children was held June 30-July 11, 1958, at Willamette University, Salem, Oregon. Approximately 25 attended. They were housed on the campus of the Oregon State School for the Blind, Dr. Everett Wilcox, Superintendent serving as Coordinator.

An institute for houseparents, to be held at the North Carolina School for the Deaf and Blind, is scheduled for August 11-22, 1958. Superintendent Egbert N. Peeler will be Coordinator.

Twenty-five teachers have just completed a three-week course in arts and crafts at Hunter College, New York City. Hunter College and The New York Institute for the Education of the Blind helped make this possible. Mr. Paul Mitchell, Coordinator, sent a telegram yesterday which said in part, " . . . It was one of my best classes in thirty years of teaching. The students were very appreciative of this opportunity."

These institutes for houseparents and the arts and crafts course were outgrowths of recommendations which came from the AAIB workshop groups. They were not "cooked up by a supercharged superintendent."

These three institutes for houseparents and the arts and crafts course would have been impossible without the interest and generosity of the American Foundation for the Blind, Inc., and its staff. Grants of over $12,000 were made available by Executive Director M. Robert Barnett and the Board of Directors of the Foundation for these four projects. The assistance received from Miss Georgie Lee Abel as liason person, Miss Pauline Moor as a resource person, and Miss Kathern F. Gruber, Director of the Division of Research and Specialists Service of the Foundation, has been invaluable.

Looking to the future, there is much work ahead for the AAIB. Our workshops and conventions helped to focus attention on the need for further research in many areas. For instance, we need to take a long look at travel training and orientation courses in our schools. How can we best help our students to come out of the schools independent and self-sufficient adults? What are the best techniques and at what age should we teach blind children to travel?

What types of vocational and pre-vocational training should we offer blind children?

And, for that matter, what about Braille itself? We have seen much done in the area of techniques in the writing of Braille. Little has been done in the area of improving the speed of reading and comprehension of Braille. How wonderful is would be if the average reading speed of Braille readers could be increased 50 or more words per minute.

Our greatest need continues to be the services of a capable, full-time executive director, who can coordinate the interests and efforts of 1275 teachers, administrators, houseparents and specialists.

It has been a pleasure to be here and to read this brief report. You are to be congratulated on your fine 32 Convention. Thank you.

REVIEW OF 1958 CONGRESSIONAL LEGISLATION FOR REHABILITATION

E. B. Whitten, Executive Director
National Rehabilitation Association, Washington, D.C.

The Labor-HEW appropriation bill has been passed by Senate and House and sent to the President for his signature. In its final form, it contains the following amounts for rehabilitation and related items:

For State-Federal Rehabilitation Program, $45.5 million, an increase of $4.1 million from 1958. The allotment base will be $56 million, up from $53 million.

For Extension and Improvement, $1.5 million, the same as for 1958.

For Research and Demonstration, $4.6 million, up from $3.6 million.

Training and Traineeships, $4.8 million, up from $4.4 million.

Office of Vocational Rehabilitation Salaries and Expenses, $1.4 milion, up from $1.33 million.

Hospital Construction (Total), $186.2 million, up from $121.2 million. Of these amounts, $7.5 million is for Diagnostic and Treatment Centers, an increase of $1 million; $7.5 million for Chronic Illness hospitals, an increase of $1 million; $10 million for Nursing Homes, up $6 milion; and $10 million for Rehabilitation Facilities, up from $4 million. *This is 250 per cent more than has ever been appropriated in one year for rehabilitation facilities.*

National Institute of Health, $294.383 million, up from $211.283 million. This amount is $75 million more than the House passed.

Children's Bureau grants to states, $43.5 million, up from $41.5 million. Twelve million of this is for Child Welfare Services, up $2 million over 1958, $15 million for the Crippled Chilren's Service, now receiving the maximum authorized by law, and $16.5 million for Material and Child Health Services.

For the President's Committee on the Employment of the Handicapped, $201.575 thousand, up $19 thousand from 1958.

NRA is very much gratified with this bill. It puts its chief emphasis on securing increases in the allotment base for the State Federal Program of Rehabilitation, for research and demonstration, and for rehabilitation facilities. It was successful in all three instances. Thanks are extended to other organization and to many individuals who helped with this. Additional sums for rehabilitation center construction will increase allotments of most states substantially and will provide a much better opportunity than heretofore for states to get the facilities they need.

REPORT OF THE WORLD COUNCIL FOR THE WELFARE OF THE BLIND

M. Robert Barnett, Member of the Executive Committee of the WCWB,
New York, New York

I join Dr. Cummings in wishing Colonel Baker were here to make his own report. For another reason, however. When President Baker (as we call him when we are talking in terms of the World Council for the Welfare of the Blind) asked me to make this report, there was a particular reason for doing so. In that sense, it becomes more of an

American Delegation report to the American Association of Workers for the Blind than a Presidential report on the total activities of the World Council.

I have probably three or four minutes worth of, I think, interesting information to give to you and try to do it interestingly. After that I will ask Mr. Langan to come back up here again and read from the Directory of the Conference of World Organizations Interested in the Handicapped the simple facts of the Council's Constitution and latest activities.

A bit of history — efforts to secure at world level a body which would bring together persons concerned with programs of services for the blind and blind persons themselves have been going on for a number of years. There was an actual effort back in the '30s, for example, when a meeting was first held in New York. It was not until a group of very dedicated individuals from all over the world went to Oxford, England, in 1949 that the idea of the World Council for the Welfare of the Blind emerged. During the next few months thereafter, their committees worked on a proposed constitution and by-laws. Nations were requested to send representatives to a meeting in Paris in 1951. Since that time the World Council General Assembly met in 1954 in Paris and it will meet again next year in Rome.

There has sometimes been a question raised in informal ways of how did the individuals who represent this country become your delegates. It is not very mysterious and I think you might like to have a bit of history on that as well. First, I will tell you, as the nominal leader, who they are. As the names are now showing on the list for credential purposes, your American Delegation, representing the United States only, is as follows: Mr. Joseph Clunk, Mr. Hulen C. Walker, Dr. Peter J. Salmon, Dr. Robert Thompson, Mr. George Card, and myself.

These six individuals represent groups within the United States' total structure of services for and associations for and of the blind. Mr. Joseph Clunk and Mr. Hulen C. Walker are the delegates who hold the two seats originally allotted to the American Association of Workers for the Blind. To say that another way — in the days when our leaders and colleagues got together to get some basis for this to operate, it was agreed at that time that the American Association of Workers for the Blind would have the responsibility and the privilege of naming two of the six delegates. Those two, as I say, are Mr. Clunk and Mr. Walker, as of the latest report for credential purposes. The National Federation of the Blind was allotted — again by group discussions and was accepted by its association in a convention — one seat in the delegation and that seat is held by Mr. George Card. The American Association of Instructors of the Blind was allotted one seat and it has been occupied by Dr. Robert Thompson, although I can report that we understand that the policy of the AAIB will be, generally, that its President will hold that seat and Dr. Thompson, as you know, was just succeeded this year by Mr. Donald Overbeay. I would assume that that would imply that Mr. Overbeay will hold that seat. Dr. Peter J. Salmon holds his seat on the delegation by appointment of the American Foundation for Overseas Blind, and I by appointment of the American Foundation for the Blind.

I think that is about all the historical and current information that we need to take much time on today. If it has stimulated questions which you have a perfect right to have answers to, I will be glad to come back to the microphone. Otherwise, I will now ask Mr. Langen to finish reading this combination Baker-Barnett report. Mr. Langan is quite appropriately identified in many ways with programs similar to and in cooperation with the World Council because of his primary position, these days, on the staff of the American Foundation for Overseas Blind. As you know, Paul is specializing in the surveying and consulting on programs for the blind throughout Southeastern Asia and the Orient. It is with a great deal of pleasure that I introduce Mr. Langan.

Mr. Langan then read the following report:

Status

Category B, with economic and social council of United Nations. Consultative relationship with UNICEF, official relationship with ILO, official relationship with UNESCO.

Purpose

To work for the welfare of the blind throughout the world by providing the means of consultation between organizations of and

for the blind in different countries, and for joint action wherever possible towards the introduction of minimum standards for the welfare of the blind in all parts of the world and the improvement of such standards.

Publications

WCWB Newsletter (twice annually), PROCEEDINGS OF THE WORLD ASSEMBLY ON WELFARE OF THE BLIND 1954, REVISED INTERNATIONAL MANUAL OF BRAILLE MUSIC NOTATION 1956, various monographs.

Membership

125 elective members represent principal organizations of and for the blind in 42 countries. Limited number of associate and honorary life members.

Activities in Rehabilitation Field

The World Council for the Welfare of the Blind became legally established in 1951 with the adoption of a constitution by workers for the blind from 15 countries. Those delegates had earlier attended the 1949 International Conference of Workers for the Blind and had there adopted a resolution calling for the creation of a permanent international NGO to coordinate national action, provide a forum for exchange of views and experiences, and to consult with United Nations, its specialized agencies and other international governmental and non-governmental organizations. An international definition of blindness considered suitable for universal acceptance was evolved by WCWB and has since been received by the Economic and Social Council and circulated to all countries by the UN Secretary-General. Other WCWB findings on such subjects as, education of blind children, economic provisions for the sightless, and world Braille uniformity, have similarly been received by the UN and appropriate specialized agencies.

Between quinquennial meetings of the WCWB General Assembly, its work is maintained through the operation of special committees created to deal with those subjects that are of most vital international concern. The Council's principal committees operate in the following fields: Education of blind youth; world Braille problems, including music; development of technical appliances; professional and urban employment; rural activities; prevention of blindness; and the special problems of the deaf-blind.

At the request of UNESCO, the Council has assumed parent responsibility for the World Braille Council which formerly operated under the aegis of the specialized agency. As a major part of its work in this field, the Council has locally published a REVISED INTERNATIONAL MANUAL OF BRAILLE MUSIC NOTATION designed to facilitate uniform production in all countries. The principles contained in this Manual were worked out during the 1954 International Conference on Braille Music held in Paris under WCWB sponsorship.

The Council served as one of the sponsors of the Far East Conference on Work for the Blind, held in Tokyo in October, 1955, and at the request of that Conference has formed a standing committee on Far East, South and Southeast Asia affairs composed of representatives of all countries and territories in the region. A Committee on Pan-American Affairs, similarly composed, has also been created to promote and coordinate action on behalf of the blind in that region. In cooperation with the World Veterans Federation, the Council sponsored the 1956 European Seminar on Rehabilitation of the Blind, held in the United Kingdom. Its Consultative Committee on Education held its second International Conference on the Education of Blind Youth in Oslo in August, 1957.

Other international action has included the publication of a World Catalogue of Films dealing with the problems of the blind and the professional aspects of service to the blind and the prevention of blindness.

Regular newsletters on all aspects of blindness in the world are being issued as a regular feature of the Council's work. In addition, professional monographs on special subjects are prepared and widely disseminated. These have included studies on the incidence of blindness among leprosy patients, and the status of blind women throughout the world.

Ladies and gentlemen, I would like to give you a bit of further information now that you know what the Council is about.

North America, under the constitution of the World Council, is entitled to five seats on the Executive Committee of the World Council. Like most organizations, most of the more vital business of the Council, of course, is

conducted by the Executive Committee. The General Assembly meets only every five years and this is, of course, when the various national representatives have a chance to take over the Executive Committee's work a bit. The United States was allotted, by caucus and general agreement at the Paris meeting, three of the five North American seats. Those three individuals are Mr. George Card, Dr. Peter J. Salmon and myself. I can report that there will be a meeting of that Executive Committee in Colombo, Ceylon, just about three weeks from now. Mr. George Card and I will be the representatives at that meeting this year. I think that I should also report to you that I am your representative, elected by this six-man delegation, on the Pan-American Committee which Mr. Langan's reading mentioned.

If this sounds to you very uninteresting, I will explain why I think it should be of interest to you. These world-level meetings are going to be more and more vital in our world which is growing much smaller in every way these days. We are becoming more and more affected — to the point where we affect each other across national lines a great deal more than you realize. At these world meetings, of either the Executive Committee or the General Assembly, some of the points which we discuss over here — sometimes calmly and sometimes heatedly — are also discussed there — sometimes calmly and sometimes heatedly. Your American Delegation has been divided on several issues on several occasions but do not let that worry you too much, because so have the British and so have some of the rest.

An agenda of the meeting in Ceylon is available to anyone who cares to write to Mr. Eric T. Boulter at the American Foundation for Overseas Blind, who is the Secretary-General of the World Council for the Welfare of the Blind. If any of you have an opinion or question to express about matters on that agenda, either this year or next year, I am sure the members of your Delegation would like to hear from you. I would urge all of you to read the proceedings of the Council from time to time, and, if there are any actions or stands taken by your Delegation with which you do not agree, please do not hesitate to let us know.

Respectfully submitted,

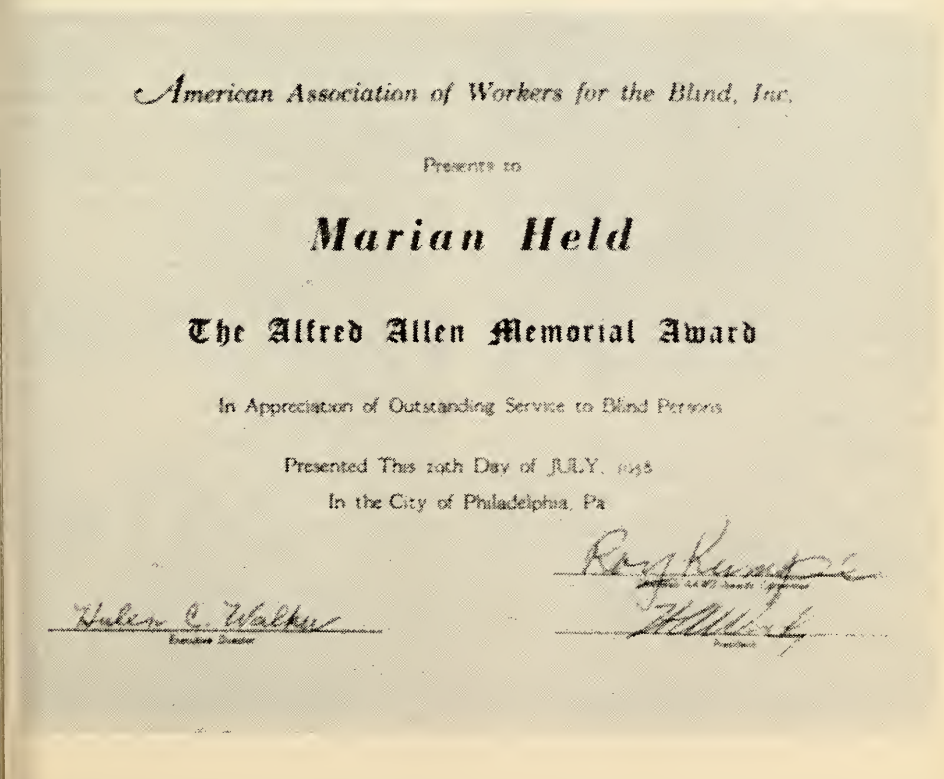
Mr. Robert Barnett, Executive Director
American Foundation for the Blind, Inc., and American Foundation for Overseas Blind, Inc.; and Member of the Executive Committee of the World Council for the Welfare of the Blind

SPECIAL GENERAL MEETINGS

ALFRED ALLEN MEMORIAL MEMBERSHIP BREAKFAST

MINUTES

The Annual Membership Breakfast, held Tuesday morning, July 29th, with Mr. William J. Ferrell, Chairman of the Membership Committee, presiding, was attended by 176 members and guests. The Honorable J. Caleb Boggs, Governor of Delaware, presented a short address. At this meeting, the first Alfred Allen Memorial Award for outstanding work in the field of direct service to blind people was presented to Miss Marian Held, Director, Department of Direct Services, New York Association for the Blind, New York City. The presentation of the Award, in the name of the Association, was made by Dr. Philip S. Platt, Executive Director of the New York Association for the Blind. The Award itself consisted of a small inscribed gold locket and chain and the following Certificate of Award:



American Association of Workers for the Blind, Inc.

Presents to

Marian Held

The Alfred Allen Memorial Award

In Appreciation of Outstanding Service to Blind Persons

Presented This 20th Day of JULY, 1958

In the City of Philadelphia, Pa

Roy Kumpe

Helen C. Walker
Executive Director

PRESENTATION OF ALFRED ALLEN MEMORIAL AWARD TO MARIAN HELD

Philip S. Platt, Ph.D., Executive Director
New York Association for the Blind, New York, New York

Mr. Chairman, Governor Boggs, Fellow-members:

Frankly, I asked for this privilege and honor. I would have been jealous if anyone else had been chosen. For almost fourteen years it has been my privilege to work daily with the recipient of this award. No one can imagine what this has meant to me. I have shared her sorrows and joys, her frustrations and achievements. To her I owe much of my understanding of blindness and blind people.

To speak of Marian Held is to speak of a human dynamo whose working life of thirty-five years has been devoted to the blind of The Lighthouse. Uncounted thousands know her voice, have come to her for help, understanding and guidance, and are her continuing friends. Hers is not an ivory tower of exalted administrative exclusiveness. While delegating authority to fifteen division heads, who are responsible for 150 workers (41 of whom are blind), she is in daily touch with the problems of blind individuals. Her nursery school children of 25 to 30 years ago are on her staff. The earliest blind employees (now retired), dating back 52 years, are not forgotten.

Shakespeare has written, "Some are born great, some achieve greatness, and some have greatness thrust upon them." Marian Held is too modest to claim greatness, but her achievements are proof of her great qualities of mind and heart and will. She belongs to that great group of important people who have climbed the ladder of success the hard way, without the benefit of BA's, MA's and Ph.D's. To have been able to grow year by year in the knowledge, wisdom and understanding of the problems and needs of blind persons is evidence enough.

I am sure Alfred Allen would have approved the selection of Marian Held to receive this award for outstanding service to blind individuals. He knew her well, her intense interest in blind persons, and her special talent for helping them solve their problems. Her countless acts to launch a promising artist on a career, to find a suitable job or home, to share the joys of the guests at our vacation camps, to visit the sick, to clothe the needy, to comfort the depressed, will never be recorded except in the book the angels keep. Hours have meant nothing; salary has been only secondary; joy in her work has been everything.

Such is the person you are honoring today! May the high standards she sets be maintained over the years to come, and may we all learn in humbleness to serve more understandingly, as she does, those who need us as we need them.

On behalf of the Committee on Awards of the AAWB, I have the privilege of bestowing upon you, Marian Held, the Alfred Allen Memorial Award, with all the rights and privileges and honors thereto appertaining.

ACCEPTANCE OF THE ALFRED ALLEN MEMORIAL AWARD

Marian Held, Director, Department of Direct Services
New York Association for the Blind, New York, New York

Dr. Platt, Mr. Ferrell, Members of the Award Committee, and Friends of the AAWB:

This is a very precious moment in my life, and I feel most humble and unworthy. I thank you with all my heart for this great honor in memory of a dearly beloved friend, Alfred Allen. I am indeed not deserving of the lovely tribute you have paid me. Why I was selected above so many wonderful people in our work I will never understand! I am grateful and happy, of course, but more than that, I am deeply touched because of the special significance of this award. In my heart, I hope Alfred is approving, too, because he could stand no hypocrisy—he was so honest and forthright in all he did and in all his thinking. I feel very sure he would want the first recipient of the Award bestowed in his name to live up to his own ideals—they were high—and he stood for everything good in our work. I am so happy that Margaret, his dear wife, is here with us.

What can I say this morning which will convey to you my everlasting gratitude to my associates at The Lighthouse who have worked so closely with me during my years of service to blind people? They have been fruitful years, wonderful years—exciting-compensating. I have been blessed with devoted coworkers. Without them, indeed, I would have accomplished little. I thank them—these dear people—for making this moment possible for me: the late Daisy Rogers, dear friend and counselor, who gave me encouragement and help from the very beginning; and, among others, Stanley Wartenberg and Mary Floyd, those two wonderful assistants; and Dr. Platt, you, too, who will soon leave us in your retirement—may I say here how privileged and fortunate I have been to work under your wise guidance.

I hope recipients of this Award in the coming years will feel as I do now—filled with thankfulness that Providence so arranges our lives sometimes that we can serve our fellowmen in ways which have so many far-reaching effects. How much my life has been enriched and given meaning by the inspiring examples of many, many noble, courageous blind people, you will never know! And I am proud that in Alfred's name this honor has come to me and I will try to be worthy of it—there is so much for all of us to do in the years ahead.

Thank you for this beautiful gift, I shall love it very much.

INTERNATIONAL LUNCHEON

The innovation of the International Luncheon, held Wednesday noon, July 30th with Hulen C. Walker, Executive Director, presiding, was a most enjoyable event for the 1959 members and guests in attendance. Mr. Henry C. Cassidy, news commentator on the staff of NBC, delivered a highly entertaining and informative lecture on the process of international news gathering. It is hoped that this luncheon will become an annual occurrence.

SUSTAINING MEMBERS AND BOARD OF DIRECTORS MEETING

The Board of Directors and Sustaining Members met together at 12:00 noon, July 31, for a discussion of services to be developed by the Association as well as membership fees for Sustaining Members. Present at the meeting was a majority of both Sustaining Member representatives and Officers and Board Members.

After considerable discussion, it was decided that a set fee would not be established for the fiscal year 1958-59, but rather that all Sustaining Members would assist the Association with as liberal membership fees as possible. It was also suggested by the Sustaining Members that a working capital equal to twice the annual budget should be accumulated as rapidly as possible.

Each Sustaining Member present pledged to support the Association along these lines for another year.

AMBOSE M. SHOTWELL MEMORIAL BANQUET

MINUTES

On the occasion of the Annual Banquet, held Thursday evening, July 31st, with 266 in attendance, the Ambrose M. Shotwell Annual Memorial Award was presented to Mr. Francis B. Ierardi, Past-President of the AAWB and Managing Director, National Braille Press, Boston, Massachusetts. Mr. Roy Kumpe, Chairman of the AAWB Awards Committee, acted as Toastmaster. The awards, in the form of a gold medal and an engrossed scroll, were presented to Mr. Ierardi by Dr. Peter J. Salmon, Executive Director, Industrial Home for the Blind, Brooklyn, New York, and Mr. Fred Walsh, Field Worker, Division for the Blind, Department of Education, Boston, Massachusetts. Mr. Ierardi accepted the award with appropriate remarks.

President H. A. Wood announced a total membership in the Association of 1667, with registration at the Convention of 620, with many others in attendance but not registered. (For complete membership and Convention statistics, see page 237).

At this time, President Wood took occasion to present a Past-President's Gavel to Mr. Hulen C. Walker, who had resigned as President of the Association to become the first Executive Director of the AAWB, as of June 1, 1958.

PRESENTATION OF SHOTWELL MEMORIAL AWARD SCROLL TO FRANCIS B. IERARDI

Fred Walsh, Boston, Massachusetts

Mr. Toastmaster, Honored Guest, Fellow-members and Friends of this Association:

For more than fifty years Mr. Ierardi and I were closely associated in school and in work. In 1952, when I retired from active State service, Mr. Ierardi very graciously invited me to contribute a part of my time to the service of the National Braille Press. In this way, he increased the number of years of our friendship and close relationship to nearly sixty.

When I was talking to Mr. Ierardi a short time ago, he was very polite and genteel about it, but he said, "Do you think we should tell the number of years? Won't that give us away as being pretty old?" I think it is a most unusual accomplishment to be able to say that during this long friendship we have never had a serious disagreement.

I was with Mr. Ierardi and his staff, over forty years ago, the night that he assembled and made ready for mailing the first issue of the *Weekly News*. I have followed him through the years as well as I could. Of course, he goes much faster than I do, and it is hard for me to keep up with him, but I have followed him and have noted the many accomplishments he has brought to final and successful ending. Those of you who have visited the National Braille Press, and those of you who are associated with it, know that he has built a monument that will be in existence and testify to his great work long after all of us are no longer here.

I am sure that Mr. Ierardi, during his many years, with their headaches and heartaches as well as successes, has a good many times remembered the motto that those of us who were fortunate enough to count Perkins as our Alma Mater learned from Mr. Howe, "Obstacles are things to overcome." Mr. Ierardi has had occasion to use that motto many times, and it was undoubtedly the inspiration that helped him many times when things were not easy.

He has overcome the obstacles and has come tonight, after a long trail, to a very worthy triumph. In reading this scroll, as I have often times, another thought has come to me and I think many of you here will agree. I approve and endorse every word and statement in this tribute. They are all true and complete. They are not, however complete enough in my feeling, and in my mind they should include another person in this tribute. Constant encouragement and efficient cooperation throughout these many years has been given to Mr. Ierardi by one who has given him inspiration to surmount all his obstacles, and I am particularly pleased to have the opportunity to say here in public, congratulations and my best wishes to Mr. *and Mrs.* Ierardi, and to them I extend my sincerest congratulations and earnestly hope that they will continue for many years to enlarge and enhance their contributions towards the welfare of their fellow-man. Now I will read this document:

(See next page).

Here, Mr. Ierardi, take it and good luck to you.

LUX EX TENEBRIS

American Association of Workers for the Blind, Inc.

Founded 1895

Francis B. Ierardi

Inspired and inspiring leader in the eternal crusade for the emancipation of the blind; valiant yet ever genial champion of and spokesman for the yearnings and aspirations of your fellows; enduring friend and comrade of all who seek to help the blind to lift themselves to the full dignity of citizenship and usefulness.

In affectionate tribute to your many years of unflagging zeal and of devoted and faithful service to our common cause, we do now in grateful recognition and in eternal friendship present you with the

Ambrose M. Shotwell Award

in the City of Philadelphia, Pennsylvania, this thirty first day of July, 1958, and have hereunto affixed our signatures.

Shotwell Memorial Awards Committee

Ray Kumpel — Chairman

H. A. Wood — President

Member

M. C. Robinson — Member

Helen Walls — Executive Director

PRESENTATION OF SHOTWELL MEMORIAL AWARD GOLD MEDAL TO FRANCIS B. IERARDI

Peter J. Salmon, LL.D., Executive Director
Industrial Home for the Blind, Brooklyn, New York

About two weeks ago I had to follow one of the geratest speakers still in the United States—Mr. Norman Thomas—and I could not help thinking tonight that I had the opportunity to precede Fred and should have taken it. I think his statements were so excellent that I hate to get up and speak after such a generous, fine friend who can present in such a brief time such a wonderful message as Fred has presented to Ieri.

I came to Perkins sometime after Fred and Ieri were both students and had gone quite a way ahead of me. So far ahead that Fred taught me my prayers, and I have prayed ever since then on every important occasion in my life. I believe that prayer alone has accounted for any little success that I have had, and I would like to pay tribute to Fred and thank him publicly.

Concerning a certain remark of our Toastmaster, between Fred, Ieri and myself, I imagine we could roll up about 225 years and, if we threw in old Roy, I think we could get up to 255. Actually the years are unimportant; it is what has happened during those years. All three of us have lived, as have some of you, in one of the most exciting, one of the most dramatic, and one of the most progressive eras in the entire history of work for the blind.

I want, at this moment, because I might inadvertently forget it, to tell you that just before supper tonight I called to say "hello" to Father Carroll who is at the Rusk Rehabilitation Institute in New York. He wanted me particularly to give his affections to both Mr. and Mrs. Ierardi and the famly and to add publicly his high praise of the work that Ieri has done. He said to be sure to say, "The unselfish work that Mr. Ierardi has done because his devotion and utter disregard for self has counted so much with me." Father Carroll also asked me to give you his warm greetings and report that he is progressing.

Well, the Toastmaster said that among other things I was to be brief and I was to give you some information. When I was thinking about this occasion today and at other times, and being very grateful for the opportunity to have this privilege, I could not help but remember back to the days in South Boston when Fred, Ieri and I started our sojourn at Perkins, and some of the things that happened. Now, I do not intend to take up your time with a lot of reminiscences, because they are things which probably mean much more to us than they do to you. I do not know whether or not it was Ieri who had this experience which I recall, but somebody was late daily for such a long period, and we had one hard Taskmaster whose name was Carswell who had a punishment that always intrigued me, and I remember it still although it was some forty or fifty years ago. What this fellow had to do was write in Braille this little sentence. As I recall it, it went something like this: "Quarter past seven is seven fifteen and a brisk walk in the gymnasium has been used to cure the gout, failing memory and creeping paralysis." I thought that was a jewel to write—in Braille—on a slate.

Then this little story was there when I got to Perkins, so I don't know how far back that went. One of our fellows was going down Broadway in South Boston and ran into something. He reached down and feeling fur, patted it and said, "Nice doggie, nice doggie," and a woman got up and berated him. Of course, that was before we had the "Long Cane" and long before the Seeing Eye invented the "Seeing Dog."

In all the speeches about Ieri, nobody has

mentioned the fact that he lived in Brooklyn. He did and he sold newspapers there. I have a telegram here from the association and would like to read it to you. These were his old comrades.

"Dear Frankie Boy: (That was what they called him in those days)

"We, the old Sand Street Newspaper Boys Association of Brooklyn, New York, of which you are a respected member, recall your early days in our midst when you sold such papers as the *Brooklyn Eagle* and other hometown newspapers which are now extinct. What is more important, we are now in a position where the otherwise respectful Dodgers is also extinct and have been exiled to L. A. and they are in the cellar yet; and furthermore, they are gone forever and so are you. So all the bums are gone from Brooklyn."

I thought that was a very touching telegram. There is a lot of sentiment there.

A great many things have happened over this half century, roughly, that we are talking about, and I think that we can rejoice, and I doubt if Ieri would want to go over it again, because those early days represented perhaps the conclusion of the dark era when we spent the years of hard work that we did at Perkins in receiving a valuable education and good training only to go out into the world to face almost utter defeat and frustration. We have all lived through that period to one where a great change has taken place, and one of those who has given so much of himself to the "better day" that is here today for blind and deaf-blind persons throughout the United States is certainly Frances B. Ierardi. The Shotwell Award is, I think, significant, because of the fact that it brings to our attention and focuses sharply the fact that we, as individuals, all have a major part to play in the total work that is our great concern—work for the blind—and that no one individual stands way out ahead in this field. Some of us are a little bit more in the public eye for some reason or other; but there are many who are not in the public eye, who are in the background, who have given of themselves their life blood, their energy, and devotion to a cause in which they believe. I think there is no money, no compensation that can ever take the place of the great satisfaction that

must come to Ieri tonight and to Laura, his wonderful wife, and to his family, to realize that success is his and has been for a long time, during all those years when he was acting as Trustee of the Shotwell Award and was one of those who was keeping alive the tradition of the Shotwell Award so that to those in our field who have the great spark that gives them the opportunity to help humanity, this award shall continue to be meaningful. It is not one of those awards that is given lightly, for community relations. This is a family matter. This is the thing, I think more than anything else, that welds this Association together, and I think that it is the one thing in which we all feel that we share with the individual who receives it. I do not think that there has ever been a person who has received the Shotwell Award or who will receive it who has given more, as Father Carroll said, "of devotion." I, and many others like me, have received compensation perhaps far beyond what we should have had, where here is a man who has given of himself, and his award will not be just what we will give him tonight, although I hope he will consider this the most precious thing he has ever received. His reward is from now on and forever.

Ieri, it is my great pleasure to present the Shotwell Award to you. On it is the inscription:

> Presented by the American Association of Workers for the Blind, Philadelphia, Pa., July 31, 1958. In recognition of your faithful services for the blind.

I present this with great humility and consider it a high honor.

ACCEPTANCE OF THE AMBROSE M. SHOTWELL MEMORIAL AWARD FOR OUTSTANDING SERVICE TO THE BLIND

Francis B. Ierardi, Managing Director

National Braille Press, Boston, Massachusetts

I am not used to this kind of treatment and you will pardon me if I falter here and there. I will try to express my feelings the best I can.

When this custom was established in 1939, we felt that it was something that would bring us closer together. However, I can assure you that I deeply appreciate this honor which you have bestowed upon me, and the awards will be the most precious things that have happened to me in my life. In fact, I consider it a fitting climax to a career. After all, we cannot forget that we are getting older every day.

This award, together with the one I received from the American Foundation in 1938, will constitute my most precious possessions, and I will cherish them all the years of my life.

I did think that I would like to tell you a little bit of the story of the National Braille Press, but the previous speakers have covered it pretty well. However, I do have some misgivings about accepting this award in my name, because after all, I could not have accomplished what the previous speakers have given me credit for without the help of my wife, who for 31 years has read to be constantly, and without whose help I never could have published the *Weekly News*. In fact, Dr. Allen came to me about the time I was thinking about launching this project and said, "I don't want you to do it. I don't think it can be done. We tried it in Philadelphia when I was Principal of the School there and found it to be too much work. Couldn't you publish it once a month or twice a month?"

I said, "No, Dr. Allen. The purpose of this magazine is to give the news while it is still news, not wait until it is a month old." In the 31 years we have not failed a week to get that paper out.

When I began this project, I had no idea it would grow into such a tremendous size. Tremendous to me, because I have to raise the money, and any of you who have had that experience know how tough it is getting to be.

We started out with the *Weekly News* and requests kept coming in for a Woman's Magazine. Now, I couldn't edit a woman's magazine, so I asked Miss Birchard to be the editor, and she still is the editor. Through her efforts, she has made the magazine what it is today. I am greatly indebted to her for this assistance.

Then came the *Home Teacher*. Many of you know Miss Moss, who is another volunteer editor. I do not know what I am going to do when I have to pay these people. She spends days and weeks in research in order to give you the best she can find of interest to you in your work.

When the Second World War started, the Red Cross gave up hand Braille-transcribing, and Mrs. Jacobs came to me and wanted to know if I could take her in. Well, I could not refuse Mrs. Jacobs, she is such a charming lady, so I told her it was all right. She said, "It won't cost you anything" and I said, "Well, that's better." When she came to me her group was doing about 14,000 pages a year, and last year they produced (mind you, this was all punched-out dots on a slate) 96,000 pages which had to be shellacked, bound, proof-read and sent out to the requesters.

Then we got another brainstorm. They came to me asking why not have recordings, and we started on that six years ago. Last year the volunteers produced about 3,000 records, representing 252 titles of books. We have now added tape recordings also. "It won't cost you anying," she said, but it is costing something. Our budget this year is $100,000 and the first year it was only $1,500.

So you see, that without the help of all these good people I could not give you what we are giving today.

Next, Mr. Walsh got the bright idea of, "Why can't we transcribe music?" I said, "All right, if I don't have to pay you." So he started and he has a group of about six transcribers. Last year they produced 2600 pages of music, consisting mostly of songs, choral music and church music. They have also done some guitar manuals which were wanted.

I hope we do not grow any more, because if we do we will have to build an addition on the building.

In closing, I do really want to express my sincere thanks to the committee that thought enough of my work to present this award to me this year. As I have already said, it will be one of my most cherished possessions, and I know my family will share it with me.

Thank you.

SUMMARIES OF GROUP MEETINGS AND SPECIAL INTEREST COMMITTEES

GROUP A

Allan W. Sherman, Secretary

Director, Cleveland Society for the Blind
Cleveland, Ohio

(For papers, see pages 118-124)

Mr. J. Arthur Johnson chaired the meeting which was to discuss some general facts and some specific examples of fund-raising activities. Mr. Milton T. Freeburger, Assistant Superintendent, Maryland Workshop for the Blind, told about the successful Christmas Tree project which their agency had developed over a period of years. Following the reading of the paper, which is made a part of the PROCEEDINGS, there was a general discussion of the projevt and the group pointed out the positive and negative factors which seemed to be related to it.

In the absence of Mr. Byron Smith, Executive Secretary of the Minneapolis Society for the Blind, his paper regarding the Christmas Card Caravan project of the Minneapolis Society was read by Mrs. Myrtle Coplen. This interesting project was considered by the group to be a very satisfactory one because of the fact that it brought people directly into contact with the agency and with its program. Many questions were asked concerning details of the plan. Unfortunately, no figures were available to determine the amount of financial assistance which it provided to the agency.

Dr. Philip Platt, Executive Director of the New York Association for the Blind, spoke about a problem which all agencies might face in relation to products made by blind people in workshops. New York and some other states regard money received from the sale of products made by blind people as a contribution to the agency and under this ruling, the cost of raw materials, labor, and other things are considered to be cost of fund-raising. He suggested that every effort be made to have such rulings reversed and to have the plan accepted as a merchandising program, which it really is.

Mr. Allan Sherman, Director of the Cleveland Society for the Blind, read a paper entitled "Basic Guide Posts in Public Relations and Fund-Raising." Following discussion of some of these points, the meeting was adjourned at 4 P.M.

Respectfully submitted,

ALLAN W. SHERMAN, Secretary

GROUP B

Harold Richterman, Chairman

Director, Vocational Services, Industrial Home for the Blind
Brooklyn, New York

(For papers, see pages 125-148)

Mr. Chairman, Ladies and Gentlemen:

It is most pleasing to me to be accorded the privilege of representing Group B of AAWB at this time to present to you a summary of our meetings at the 1958 Convention.

As you are no doubt aware, Group B

represents Rehabilitation Specialists, Placement Agents and Field Officers for the Blind. I hasten to add that, as of the beginning of this convention, we are proud to tell you that we have 230 members of AAWB in Group B, and that I have been informed that with the additional new members which we have gained during this convention, we will be well over 250 members in our group. I am proud to be Chairman of this group during this period of growth.

It is with a great sense of gratitude that I report to you that, as a result of a letter to me as Chairman of Group B, from Mrs. Mildred McAulay, widow of John H. McAulay, whom many of you remember, in which she offered to establish an annual award to be known as the John H. McAulay Award, we in Group B have accepted her offer, and the Board of Directors of AAWB have also accepted her offer. Therefore, beginning with the 1959 Convention an award will be made each year to the outstanding placement officer, selected by a committee of two members of Group B and Mrs. McAulay, who in the opinion of the committee deserves special recognition for a job well done.

The first meeting of Group B, "Placing the Unplaceable," was held on Monday, July 28, 1958. At that time, we listened to speakers in our field, with a vast background of successful experience, tell us of their experience and ideas concerning the placement of this group. We neither received nor did we expect to receive any prescription or rule of thumb which would eliminate our difficulties in this area, but I am pleased to report that their talks were interesting, provocative, and I am sure caused some soul searching and reexamination of our philosophy and ideas in our work with the "Unplaceable."

Norman Yoder, of Pennsylvania, in his discussion of the older person, said in addition to many fine statements, "that we should awake to the realization, if we have not already done so, that there is a vast reservoir of manpower, productive in nature, having many variable and useful skills and amazingly yet trainable."

Are we assuming too much when we assume that the "unplaceables" are almost the "untouchables" when we work with the doubly handicapped, was the question left with us at the end of a stimulating challenge by Mr. Geo. Trelease of Massachusetts.

William Wood of Texas was able to bring us personal experience and first-hand information on the problems he encounters and how he attempts to solve them in job placement of the partially sighted. His discussion of the importance of environmental factors and job analysis in placing the partially sighted was extremely illuminating.

Mr. Jerry De Angelis of Brooklyn, N. Y., discussed "Vision Rehabilitation" with the group. His explanation of the demand for such a service which forced the service into being, his opinion of the roles of the various members of the team in the service, his warnings and his emphasis, were all part of the paper he presented in outlining the trials and tribulations, the successes and failures, of service in the area of "Vision Rehabilitation." In his conclusion he left us with:

1. Vision rehabilitation is only one facet of the rehabilitation process.
2. Proper use of the eyes in arrested pathology, with or without lenses, is in no way detrimental to the eye.
3. Remember the wishes of the client. The client who truly does not want to read can never be made to do so by providing him with spectacles, any more than a client who does not want to work can be made to do so.

In our opinion, the highlight of this convention was the Group B meeting on Tuesday, July 29, 1958, "Unplaceable, but Employed!"

At this meeting we were privileged to listen to blind persons whom we serve, rather than listening to persons who serve. These clients, if you will, were persons who enjoyed a particular profession before their loss of sight, and who, after their loss of sight, were able to continue in the same or a closely allied profession. Their stimulating comments, their cautions to us, and their feelings concerning the amount and type of service they did and *did not* receive gave us an opportunity to evaluate and reevaluate our philosophies concerning the blind client who is "just too skilled, or just too intelligent, or just too high on the professional or economic ladder," for us to be able to offer any real and positive placement service. I know that we can agree,

after listening to Dr. Chapman of Virginia, that an M.D. who becomes blind does not have to become a chiropractor just because another M.D. who became blind became a chiropractor. Dr. Glanis' description of the cooperation of his employers after his loss of sight is worth noting. The objectivity of the speaker concerning the lack of cooperation of the employer in Mr. Goldberg's paper, and his formula for enlisting the cooperation of the employer, I believe was of help to all of us.

Mr. Varsaci of New Jersey gave us a detailed description of the invaluable help of the N. J. Commission for the Blind and of the specific challenges of poultry-raising and how he was able to meet and overcome them, although being from Brooklyn, I was unable to follow him once he began discussing chicken houses, feeds, and chicken diseases. The questions from the group after his talk indicated to me, at least, that not everyone lives in Brooklyn and that, contrary to my opinion, there is something more in these United States than subways and Coney Island. I even found out that there are different kinds of chickens!

In conclusion I wish to thank the speakers who gave of their time to enlighten us, to thank especially Mr. Vernon Hull of Richmond, Va., Group B representative on the AAWB Board tf Directors, without whose guidance and leadership this program would not have been possible. I further wish to express my gratitude to Mr. George Staton of North Carolina, secretary of Group B, and to all of those people in AAWB with whom I have been in contact during the past year, who sweated and strained with me in order to organize this program:

Dr. Norman Yoder of Pennsylvania
Mr. Eugene Crimmins of Pennsylvania
Mr. Carl Hvane, New Jersey State Commission for the Blind
Mr. Phil Turpin, New Jersey State Commission for the Blind
Dr. D. McFarland, Virginia Commission for the Visually Handicapped
Mr. Art Voorhees, American Foundation for the Blind

I believe I would be remiss if I did not extend my appreciation to those members of Group B who volunteered to edit the Group B "newsletter" during 1957-1958:

Mr. Ken Beall, Indiana
Mr. Wm. Wood, Texas
Mr. O. J. Bourgeois, Louisiana

and to announce to this group that our newsletter will be edited in 1958-1959 by

Dec. 1, 1958 issue—Edwin L. Sonels, Braille Institute of America, Los Angeles, California
June 1, 1959 issue—Elmer Bechett, Goodwill Industries, Dayton, Ohio
March 1, 1959 issue—Kris Winters, State Department of Social Welfare, Division of Services for the Blind, Detroit, Michigan

May I say in all humility that I am grateful to have been given the opportunity to serve Group B and AAWB in my present capacity as Chairman of Group B, and I offer my sympathy to those of you who were unfortunate enough to have been unable to attend the Group B meetings.

Respectfully submitted,

HAROLD RICHTERMAN, Chairman

GROUP C

Roy J. Ward, Chairman

Home Teacher and Specialist in Outdoor Travel, New York Association for the Blind New York, New York

(For papers, see pages 149-157)

At 2 P.M. on Monday, July 28, Group C for Home Teachers and Social Workers Other than Home Teachers Engaged in Work for the Blind, met in the Pennsylvania Room East. The meeting was convened by Roy J. Ward, Chairman, with a large assemblage on hand.

The first part of the program was given over to a short business meeting which was called to order by the Chairman. He first introduced Miss Sarah Gissendanner of Virginia, the Group C representative to the AAWB Board of Directors, who extended a word of greeting. She reported briefly on the activities of the Board of Directors during the past year. These had been primarily devoted to selecting the new Executive Direcetor, Mr. Hulen Walker. Miss Gissendanner went on to state that she was sorry to note that Groups B and C had been scheduled to meet as the same time at this convention. She explained that she had requested at a Board meeting that these two groups be scheduled at different times so that the many whose work was closely allied to each group would be able to benefit from both programs. She therefore assumed that their being scheduled at the same time was unavoidable. Chairman Ward corroborated this assumption, stating that he had also requested in writing last spring that these two groups be scheduled at different times, and on receiving the program had written Mr. Walker on the matter. A letter had been received from Mr. Walker stating that many factors had to be considered and that proper scheduling had been difficult.

The Chairman also reported that the AAWB Home Teachers Certification Committee has been active during the past year and is attempting to evaluate the home teaching field and establish more up-to-date certification standards. Chairman Arthur McGill of the Certification Committee informed the Chairman that his group is not yet ready to make recommendations but plan to do so at nex year's convention. In the meantime, he, or Committee Secretary Paul Langan, will be glad to receive any suggestions which home teachers may wish to submit.

After these reports, the Chairman called for old business. There being none, the floor was opened to new business. Since none was forthcoming the business meeting was adjourned.

Following the business meeting Mr. Saul Freedman, Psychologist of the New York Association for the Blind, New York, presented an excellent paper entitled: "Helping to Better Understand the Individual Through Psychological Testing." In his paper Mr. Freedman stressed that blind people, just as any other group, are individuals, and we as workers must be sure to treat them as such. He reported on a sampling of more than 100 adults who were administered psychological tests at the New York Lighthouse during the past year, explaining that tests assisted substantially in helping to show a difference in terms of personality, achievements, intellect and potentials. He further reported that the performance of this group was essentially the same as that of the norms established for any average group. He stated that the intelligence quotient by itself is of limited importance and that responses and reactions during the test can give a great deal of insight into the individual, and he felt that the total fund of information derived from a test could be very helpful to vocational counselors, social workers, medical social workers and home teachers in their planning of future contacts with individual blind persons. A lively question and answer period followed Mr. Freedman's formal paper. In it he stressed the facts that effective results could not be obtained if tests were forced on the person and that it is generally not wise to give the exact score to the individual. Instead it is preferable to interpret test results according to the individual's judged ability to accept and profit from such interpretation.

Following Mr. Freedman's paper, Mr. Joseph Skorup, Director, and Mr. Bernard Specter, Assistant Director, both of the Philadelphia Area Office of the Social Security Administration, presented an up-to-date picture of the Social Security situation. Mr. Specter presented a summary giving a brief history of Social Security and reviewing the major provisions of the Social Security laws. He then went into some detail explaining the more recent additions and changes of the Social Security laws. Following his formal presentation, there came a lengtthy question and answer period during which he clarified many specific details which often confuse those who are concerned with advising blind people as to their Social Security status. At the end of this lively and information-packed question and answer period, both Mr. Specter and Mr. Skorup briefly reviewed and sum-

marized the up-to-date Social Security picture, emphasizing that applicants for disability benefits must be referred to vocational rehabilitation services for evaluation of their employability before their disability status can be finally approved.

The third and final paper was delivered by Miss Gloria Mortimore, Home Teacher with the Canadian National Institute for the Blind. She presented a very interesting and informative paper giving a history of the development of home teaching in Canada and outlining the current home teaching program as carried out by the CNIB. She pointed out that, because of the relatively small blind population and the great geographic expanse in Canada, there have always been problems in reaching blind individuals outside the large cities, and that in the early days home teachers endured physical discomfort in even getting to a pupil. In those early days it was frequently necessary to live with a pupil, oftentimes for a few weeks, while providing instruction in basic skills. In more recent years the work of the home teacher has been accomplished more easily due to improvements in transportation and communication. Miss Moritmore explained that since 1947 Canadian home teachers have been able to receive training to prepare them for AAWB certification and that an extensive 10-months' course in all essential skills is now available for all prospective home teachers. This training includes instruction in handcrafts, academic classwork and two months of supervised field work experience. Miss Mortimore reported that CNIB home teachers essentially have duties similar to those of most American home teachers, including instruction in basic skills, and crafts, assistance in planning toward the future, and often times in assisting the individual or the agency's program through publicity appearances and contacts with other agencies, or community resources. She closed her paper on the note that home teaching is moving ahead steadily, but has much more to accomplish through the years ahead in providing necessary and worthwhile service to blind individuals.

The Group C program was brought to a close by the Chairman shortly before 5 P.M.

Respectfully submitted,

ROY J. WARD, Chairman

GROUP D

Margaret S. Allen, Chairman
Jamaica, New York

(For papers, see pages 158-165)

The 1958 meeting of the Lay and Non-Professional Group, Group D, was held in the Constitution Room of the Hotel Sheraton from 7:30 to 9:00 P.M. on the evening of July 30, 1958. A short business meeting was held during which the Group's representative on the Board of Directors, Mrs. Raymond Dickinson, gave a report of the three Board meetings which she attended during the past year. The present Chairman then tendered her resignation because of her reclassification which places her in Group G. The resignation was accepted with regret, and Judge Coleman C. Cates of Burlington, North Carolina, was elected Chairman for the unexpired one-year term. The planned program for the evening followed.

Three speakers dealt in a most interesting way with the subject "Changing Attitudes of the Public toward Blind People." The first contribution was that of Associate Justice William Powers of the Supreme Court of Rhode Island. He spoke from the point of view of a blind man who has had a wealth of experience in public life. He has been a Probate Judge, a member of the State Legis-

lature, Attorney-General of his State, and is now Judge of the Supreme Court of Rhode Island. He recounted some of his experiences with a delightful injection of humor.

The second speaker presented the viewpoint of a sociologist. Dr. Joseph Sandy Himes, Professor of Sociology at North Carolina College at Durham, presented an interesting and serious analytical study of the attitude of the public. Dr. Himes identified and characterized some of the forces which have influenced, and still are influencing, the attitudes of the public toward the blind. Dr. Himes explained that space limitations necessitated the omission of many important details and that, by virtue of the nature of society, the fabric of social relations is continuously changing. He explored the five conditions which are of definite significance: First, the redefinition of the dependency status of the blind which resulted from the Great Depression. Second, total labor mobilization and utilization during World War II which led to further modification of the status. Third, the War itself and demobilization of the Armed Forces which created influences on the popular attitudes toward the blind. Fourth, the programs and approaches of public and private agencies which continue to exert influence for change on traditional attitudes. Finally, change in popular attitdues seems to issue from a new social consciousness. The evidence indicates clearly that popular attitudes are changing, but it is impossible to say to what extent. We conclude that changes are taking place, that the tendencies are a bright spot the size of a man's hand on the dark horizon of prejudice, and that some of the instruments of these changes are at hand.

The last paper on the panel was presented by Mr. Charles Ritter of the American Foundation for the Blind. He spoke from the viewpoint of the partially sighted, or 20/200, and from the viewpoint of 20/20. His treatment of the subject revealed a most interesting depth of understanding of the problems arising from the lack of understanding and attitudes on the part of the average public.

Mr. Ritter is convinced "that no campaign, none of all the things we can bring to bear through public relations, will do a bit of good until we have a product which will match our claims. In the long run, the public will be set at ease only by the performance of blind people. All too often blind people are not doing what needs to be done to match our claims."

Mr. Ritter stressed the need for schools and agencies to help in developing social and behavior skills, and new ways of raising the social and behavior standards of the more backward members. He said, too, that, at this stage, there are parts of the public (and some in our field) who expect a blind man to be either a genius or a dope, and we look forward to the time when a blind man need be neither, but just himself, with ability to perform as we all need to, in such ways as to put the public at ease and to comport himself in such ways as not to be unseemly.

All three of our speakers left us wishing we had time to hear more from them.

As discussants, Dr. Alan Gowman, author, and now with the Russell Sage Foundation, also contributed to the meeting. His chief contribution was in suggesting questions to each of the panelists. There was a discussion of inter-personal skills which are brought into play by blind persons in their attempt to change negative orientations. There was also an attempt to probe the difficulties encountered by those in the helping professions when engaging a blind individual. Finally, difficulties surroundng participation problems of blindness were explored.

Expressions of thanks to the panelists and discussant, as well as to the Secretary, were given, and the meeting adjourned in time for everyone who wished to attend the Club Night show and dancing.

Respectfully submitted,

MARGARET S. ALLEN, Chairman

GROUP E

Virginia Cole, Acting Secretary
Director, Division of Services for the Blind
Department of Social Welfare, Montpelier, Vermont

(For papers, see pages 166-173)

Group E, composed of Executive Heads of Commissions or Associations Doing Statewide Work for the Blind, was privileged to hear two speakers — Mr. Arthur C. Murr, Vocational Rehabilitation Officer of the U. S. Civil Service Commission, and Mr. Louis Rives, Acting Director of the Division for the Blind of the Federal Office of Vocational Rehabilitation.

Mr. Murr's subject was "Selective Placement of the Handicapped under the Federal Merit System." Mr. Murr described the Government's wide selective-placement program conducted by the U. S. Civil Service Commission in cooperation with Federal departments and agencies. He described the manner in which the Commission's program supplements and complements the programs of the President's Committee on the Employment of the Physically Handicapped, stating that the Commission has worked closely with NEPH since is inception in 1945. Mr. Murr described the Agency Coordinator Plan which, beginning in 1957, provided for the designation of Coordinators for Selective Placement of the Handicapped in all departments, agencies, bureaus, and installations. This plan is outlined in detail in Departmental Circular 903 which, briefly, is, that when a referral or certification of a handicapped applicant is made by the Civil Service Commission, the Coordinator is obligated to see that the applicant is given full consideration for any vacant position for which he is qualified. The most important contribution of these Coordinators is in the development, through a continuing internal educational effort, of broad understanding and acceptance of the progress by management, line supervisors, and employees.

With respect to the disabled applicant, the selective-placement program poses but three questions:

1. Is he qualified for the job?
2. Can he efficiently perform the duties of the job?
3. Will he be a hazard to himself or to others?

The Commission *does not* in general advocate altering the job to fit the applicant, nor does it advocate overloading the Government with handicapped people or with a certain percentage of handicapped employees nor giving special retention rights. It *does* assure that qualified physically handicapped people will receive fair consideration for appointment.

Mr. Murr advised that those agencies trying to place the handicapped should waste no time in becoming acquainted with Coordinators on the local level.

Mr. Rives first enumerated the various research and demonstration projects pertaining to the blind. Grants have been made in both private and public agencies and have included a study of classified positions in work for the blind, a study of employment possibilities in nuseries and greenhouses, studies on best methods for farming, team-work among agencies in agricultural occupations, the deaf-blind, the electronic cane, coordination of resources of the blind for the Blinded Veterans Association, hearing and how it can be best utilized, recommended length of time for training in rehabilitation centers, attitudes toward blindness, industrial homework for the homebound, and optical aids. Mr. Rives stated that the *possibilities* for those research grants are limited only by our imaginations.

Mr. Rives emphasized that Miss Switzer is determined to make available the full resources of the OVR toward rehabilitation of the blind.

To carry out this intention, three major areas will be developed.

1. Technical consultation related specifically to the blind must be available. Major problem areas have been identified and include placements of all kinds, vending stand programs, adjustment to blindness, the use of rehabilitation centers, workshops and homebound programs. Since recruiting of a staff has proved very difficult, a system of consultation is being planned whereby State staffs will be loaned for short periods of consultation to other States.

2. Training courses are being arranged, on both a long- and short-term basis. Currently courses in placement, vending stands, and mobility are being planned.

3. The third area of service being developed through OVR is the provision of leadership which will not be autocratic or dictatorial, but will emphasize the seeking and finding of information, so that States will be better able to get the job done. In return for the pledge of a vigorous program, OVR is asking the States for cooperation, help, advice, criticism and a spirit of working together toward the most efficient rehablitation program for blind persons.

Respectfully submitted,

VIRGINIA COLE, Acting Secretary

GROUP F

George Werntz, Jr., Chairman
Executive Vice-President, The Seeing Eye
Morristown, New Jersey

and

M. Roberta Townsend, Secretary
Director, Survey and Homework Department
National Industries for the Blind, New York, New York

Group F, composed of executives and professional personnel of national agencies, held its 1958 session in the Constitution Room of the Sheraton Hotel, Philadelphia, from 9:30 to 12:00 noon, Tuesday, July 29th. Having been duly elected at the previous meeting in Chicago, to serve two years as Chairman and Secretary, respectively, Mr. George Werntz, Jr. and Miss Roberta Townsend were in their places on the platform.

Chairman Werntz reported that he had carried out the recommendation of last year's officers as approved unanimously by Group F and had appointed a committee to find ways and means to further the group's interest in principles and standards in all services for blind people. Members of this committee are: Mr. Alexander Handel, Mr. Irving Schloss, Mr. J. Milton Johnson and both the new Secretary and Chairman of Group F, ex-officio. The committee decided that the subject of accreditation, as represented in Chicago by Dr. Kenneth Babcock of the Joint Committee on Hospital Accreditation, was worthy of further examination. It was agreed, therefore, that Group F secure two speakers

for the 1958 session who could tell us how other human welfare services have approached principles and standards through accreditation.

Before introducing the first guest speaker, the Chairman quickly reviewed the recent history of Group F's leadership in the movement to establish criteria and standards in our field, beginning with the Convention of 1952. He recalled the resolution introduced by Col. E. A. Baker at our meeting in 1953, requesting the American Foundation for the Blind to assist its parent organization, the American Association of Workers for the Blind, in preparing a *manual* on principles and standards. He reviewed the important contributions the Foundation subsequently made, aided by their project coordinator, Mr. Alexander Handel, and the contributions of the Bureau of Labor Statistics, aided by the Bureau's Dr. Margaret Plunkett. Throughout these years, the development of the Code of Ethics in which Dr. M. Robert Barnett, Executive Director of the American Foundation for the Blind, played so active a role, represented a momentous forward step on the road to principles and standards. Mr. Werntz then introduced Mr. H. F. McNeil, Executive Director of the Health and Welfare Council of Philadelphia, who read an interesting paper on the background of and variations of accreditation in the social welfare field.

From his own extensive career in social work, Mr. McNeill traced some of the efforts of his field "to bring itself up by its own bootstraps." He stated that the Group F programs of the past six years were tangible evidence that workers for the blind recognized the necessity of all groups that aspire to professional status to develop, maintain and continuously to improve their standards. It is a never-ending process, but he observed that standards should be MILESTONES, never MILLSTONES. Standards can have, he warned, a *levelling* as well as an *elevating* effect.

Efforts to develop standards in social work, we were told, do not go back much beyond the turn of the century. One of the first of these was the establishment of a six-weeks' training course in 1898 by the New York Charity Organization Society, a forerunner of the New York School of Social Work. *National organizations,* too, early began to play an important role, and standards of *agency* membership in these national groups related to agency program, personnel and financial policies. Mr. McNeil emphasized in particular the effect of *fund-raising standards,* and referred to the responsibility of such organizations as the National Information Bureau, Better Business Bureaus and Chambers of Commerce. He quoted Emerson Andrews of the Russell Sage Foundation, who has estimated that of $5,400,000,000 contributed to philanthropy in 1954, $162,000,000 may have been wasted on dishonest, incompetent or borderline agencies. The regulation of fund-raising activities, motivated as they are by negative considerations and often implemented by state registration and local licensing, may result in only *minimum* standards.

Mr. McNeil stressed the role of the Councils of Social Agencies and their leadership in joint planning efforts. Admission to a Chest or United Fund drive is often preceded by a close examination of an agency's service, its quality, the degree of need for it, avoidance of duplication and the effectiveness of its stewardship and administration.

Studies of individual or related agencies are not uncommon activity of Councils of Social Agencies. When recommendations growing out of such studies are adopted, Mr. McNeil believed a form of approval or accreditation resulted. National agencies often express their leadership through similar studies and contributed to the improvement of standards. Even tax exemption for an agency is a form of accreditation.

The speaker next discussed the continuing effort to improve education of social workres, and an Association of Social Work Schools was formed in 1919. Standards of admission to the group constituted accrediting, although formal accrediting procedures were not begun until 1932. In this same period, the American *Associations* of Medical and of Psychiatric Social Workers began an accrediting program in their particular specialties. By 1951, the medical and psychiatric workers, the group workers and the schools of social work joined their accrediting forces under one banner—the American Association of Schools of Social Work. One organization thus became responsible for standards in social work educa-

tion and approval of specializations in the total field. More recently the Council of Social Work Education — representing schools, agencies and the profession carries on the major accrediting program and is affiliated with the National Commission on Accrediting.

Mr. McNeil spoke next of the practical accreditation of individuals through graduate professional education and supervised field work. Membership in professional associations calls for meeting certain admission standards, which may very likely affect the efforts of the membership committees to seek increased numbers on a *qualitative* rather than on a quantitative basis. In 1949 seven different professional associations existed, but by 1955 these were all combined in the National Association of Social Workers.

In concluding his paper, Mr. McNeil underscored the need for *recruitment* into the profession of more and more intelligent, understanding, warm and well-organized people. He made it clear that no human service, regardless of the quality of the setting, formal codes, restrictions, et cetera, will be better than the people administering it.

The next speaker was Dr. Edward K. Cratsley, Vice-President of Swarthmore College and a member of the Commission on Institutions of Higher Learning of the Middle States Association. While Mr. McNeil's paper dealt with the subject on broader terms as applied to his field, Dr. Cratsley, speaking from careful notes, gave a clear insight into the specific details of the accrediting processes employed in his field and the importance of self-regulatory and voluntary accreditation.

The Middle States Association of Colleges and Secondary Schools represents New York, New Jersey, Pennsylvania, Maryland, Delaware, the District of Columbia, Puerto Rico and the Canal Zone, and it was organized in 1921. It was particularly significant to learn that six other *regional* associations blanket the nation and thus break down the tremendous assignment of accrediting the various educational institutions of the country. There have been many refinements in the program in the 47 years since Middle States group began, and now there is a Committee of all the Regional associations that provides interchange of ideas and procedures and a National Commission on Accrediting that aids in exchange of information and development by basic philosophy in accreditation.

The regional associations deal with the *total* status by a college or university, although there are other accrediting bodies that concern themselves with specific departments, such as the Association of Medical Schools, of engineering schools, the American Chemical Society and others.

Dr. Cratsley listed the various groups that profit from accreditation of our colleges: the general public itself has available a report of the stewardship and a means of evaluating it. There is protection of professional competency. The students and the alumni (who could be likened to the blind people served by agencies in our own field) also have a check on the quality of the courses they are studying and the setting in which they are or have been studied. The institution itself has an opportunity for careful self-evaluation, the results of which will be reviewed not only by that institution and the groups directly concerned with it, but also by an objective group from the regional accrediting commission.

The Regional Commission is responsible for developing a body of concepts and the documents necessary to implement the process. There is an executive secretary who helps to draft these materials, but they are revised and formalized by the commission working in concert. These documents would, we gathered, be comparable to the manuals or principles and standards we seek in our own field. They deal with:

1. Characteristics of excellence in higher education.
2. The objectives and purpose; the philosophy of education.
3. The departmental and administrative organization and the methods by which objectives and purposes are to be attained; also with the qualifications of the faculty and other personnel.
4. The physical resources and tangible evidence of a plant adequate to realization of aims and objectives.
5. The program and curriculum.
6. Evaluation of appropriate evidence that aims have been achieved.

Qualitative concepts of good educational practices are a must. No effort is made to evaluate the adequacy of the college's endow-

ment fund, for example, or the number of buildings; rather, how well is this college doing with what it has. The accrediting process must be flexible, for even minimum standards have a preventive value. Dr. Cratsley made it abundantly clear that the process must be a democratic one and it must avoid STANDARDIZATION. There is no desire to put all colleges in exactly the same mold, but the various philosophies of education (what a college faculty *believes*) must be reflected in its total program (what a college faculty *does*).

Briefly, the regional association receives into *membership* only those institutions that have voluntarily been accredited. The process begins with the completion of detailed questionnaires, results of which can become voluminous documents. It is essential that these be dealt with in a "team effort" by the college. These documents are then studied by a *team of evaluators,* who will eventually visit the college for a period of three or four days (longer in the cases of a very large university) to inspect, examine and talk directly with the people responsible for the statement of aims and the fulfillment thereof. The evaluators are *volunteer* experts from sister institutions, a committee or team of peers. They must be impartial and objective and all information obtained is treated confidentially. The evaluators will later prepare a report which is presented to the institution as well as to the regional commission. From the institution's standpoint, this report is for guidance in future planning and a check on all current concepts and practices. From the Commission's viewpoint, the report is a basis for first accreditation or renewal of accreditation. Action may be postponed while certain practices are, in effect, "Cleaned-up"; or the Commission may, on the basis of the report, flatly refuse accreditation and membership in the regional group then and there.

Dr. Cratsley pointed out continuing problems in determining and maintaining valid criteria without standardization. Maintaining and using a corps of evaluators with consistency, keeping them well educated on the aims of the process, etc. They must also be alert to new conditions so as to allow for growth and development. Evaluators, we learned, are nominated by member colleges from their respective faculties and a list of acceptable evaluators is the responsibility of the Commission.

To questions from the floor, Dr. Cratsley answered that each member college pays annual dues to help support the Commission's work. Out-of-pocket expenses involved in bringing an evaluating team to the college are met by the college itself. No per diem expense is paid the evaluators, but they are housed and fed by the college. An average cost to a college might be $1500, but a larger institution, involving a larger team and longer period of visitation, has gone to $7000 or more. Accreditation is not an end in itself, but a means to an end. It has no legal status, and is simply a method by which educational institutions verify their philosophies and evaluate their practices to the end that a better educational job be performed. It was obvious that Dr. Cratsley's thought-provoking talk gave us an excellent view of a road to principles and standards. It is a long one, but one that may prove worthy of our endeavor to travel it.

The final speaker of the morning was Mr. Alexander Handel, on whom the Chairman called for an extemporaneous report on the status of his assignment at the Foundation with relation to principles and standards. He announced that the Bureau of Labor Statistics study (results of which are available from the U. S. Government Printing Office) clearly revealed too great a variation in types of services, terminology and practices ever to permit of a single manual on principles and standards of practical value for all agencies serving blind people. Accordingly, the effort has now been reorganized and redirected by the Foundation and it is hoped that a series of documents will eventually be published. Already completed, in addition to the B.L.S. Personnel Study, is a National Survey of Library Services (Pt. I of a Study of Principles and Standards). In process, are documents relating to principles and standards in Vocational Services, Social Casework, Social Group Work and Recreation and in Home Teaching. Miss Kathern Gruber, Assistant Director of the Foundation, has been charged with major responsibility for continuing the work on principles and standards, as Mr. Handel devotes increasingly more time to Community Surveys.

Attendance at the meeting reached approxi-

mately 110 persons maximum, although there were the usual entrances and exits of many group members and guests. The meeting adjourned at 11:55 A.M.

Respectfully submitted,
ROBERTA TOWNSEND, Secretary
GEORGE WERNTZ, JR.,
Chairman

GROUP H

Donald G. Patterson, Acting Chairman
Washington, D. C.

(For papers, see pages 190-202)

Group H, Librarians and Publishers, met on Monday, July 28th, from 2:00 to 5:00 P.M. Seventy-five persons were in attendance to share in a full program reflecting current interests in library services for the blind. The occasion was saddened by the recent death of Robert W. Beath who was elected to a two-year term as Chairman of the Group at the Chicago Convention. He was held in high professional regard by his colleagues, respected by all who had contacts with him, and those privileged to be among his many friends had deep personal affection for him. His usual timely and pertinent contributions to discussion were missed, and the impact of his death upon library services for the blind will be keenly felt. In recognition of his services in the field the Group unanimously adopted the following resolution:

WHEREAS, Robert W. Beath rendered distinguished service in the area of library service to the blind as Librarian and Director of Publications of the Canadian National Institute for the Blind, as Chairman of the Braille Committee of the American Association of Workers for the Blind, as a Member of the Joint Uniform Braille Committee and its Sub-committee on Mathematics of the AAIB and the AAWB, as a Member of the Braille Research Committee; and

WHEREAS, a similar record of accomplishment and achievement upon his part as Chairman of Group H, Librarians and Publishers, reflected in the program so ably planned and developed for the 1958 Meeting of the Group at the Philadelphia Convention, was terminated by his death.

THEREFORE, BE IT RESOLVED, That Group H, in meeting assembled, records itself as cognizant and appreciative of Mr. Beath's many and important contributions to library service for the blind, and recognizes the great professional and personal loss to his colleagues in AAWB and CNIB, and to his many associates and friends throughout the field of work for the blind.

In view of the fact that Alan T. Hunt, duly elected Secretary, transferred to another group during the interim since the last Convention, your reporter as Board Member for the Group served as Acting Chairman, and Miss Marjorie S. Hooper as Acting Secretary. Miss Hooper's gracious willingness to serve was greatly appreciated in view of her many responsibilities at this Convention.

The agenda was planned and developed by Mr. Beath and constituted a balanced reflection of areas of current significance in library activities. Two topics dealt with research and development in the established mediums of producing reading materials for the blind, Braille and Talking Books; a third described a new project for producing books for the blind in another medium, tape recordings; a fourth was concerned with a proposal for improving communication between those engaged in various aspects of library and publishing activities; and a fifth reviewed a spreading

pattern for alleviating the financial situation of the libraries.

The first paper was presented by Virgil E. Zickel, Plant Manager of the American Printing House for the Blind, and was entitled *Developments in Techniques and Machines in Braille Printing.* A research program supported in part by the Library of Congress and conducted by the American Printing House for the Blind with participation by the Braille Institute of America, the Clovernook Press, the Howe Press, IBM, and the Canadian National Institute for the Blind, and initial observation by the Royal National Institute for the Blind, has as its primary objectives economies and improvements in Braille printing. Mr. Zickel added a third, the reduction in time for completing a book after approval for publication, and discussed progress made under the three headings of quality, economy and time required for publication.

The books have been made more attractive and durable through the use of new vinyl cover materials without increase in cost. This lighter weight material is more satisfactory and the cost less than with the present peroxylin coated materials. Extensive research looking toward more satisfactory Braille paper with the cooperation of six paper mills has been made, and it is believed that within a year a paper combining the best characteristics for both printing and reading will be achieved. It is hoped that means can be found for chemical and mechanical analysis of the papers by the National Bureau of Standards, to the end that standards may be developed which will enable specifications to be established for future Braille printing. Improved binding is the objective of further research on the folding-machine process developed at the Braille Institute of America.

The Braille Research Committee, comprising representatives of the previously mentioned agencies, has been working in cooperation with the University of Kentucky on a study of characteristics of Braille effecting readability. These characteristics are dot height, dot radius, base diameter, spacing of dots within a cell, spacing between cells in a line, spacing between lines, brokeness vs. unbrokeness, and full interpoint vs. semi-interpoint. A series of interlocking studies on these spacing variables, using blind readers, both adult and juvenile, for testing, will, it is hoped, lead to definite conclusions that will serve to enhance Braille printing. The plastic Braille plate process and the solid dot process are also receiving attention.

In an effort to reduce the cost and time consumed in Braille printing the Committee has developed with the collaboration of IBM a tape-controlled Braille plate embossing or stereograph machine. The first unit has been in successful operation for two years, and has encouraged further development of a multi-unit machine that offers promise of greatly reduced costs and reduction in printing time.

The second topic on the agenda, *Value of a Librarian's and Publisher's Quarterly,* was presented by Nelson Coon, Librarian of the Perkins School for the Blind. He proposed a quarterly publication for the exchange of information on library and publishing services that will be responsive to a variety of interests. The circulation would not be limited to the membership of Group H and no assumption of cost or responsibility by the Group is envisioned. It is not proposed as a publication of AAWB or as an instrument designed to serve as a mouthpiece for the Group. It is offered solely as a medium for interchange of ideas between interested persons. It would not be in competition with any publication contemplated by the Association, with the official bulletins issued by the Library of Congress for the program of Books for the Blind, or with other established literature. There was general agreement of the value of such a publication, and approval for such a venture was voted for a trial period subject to clearance with the Board of Directors of AAWB.

Mr. Coon also directed the attention of the Group to a recent article in the *Saturday Review* which presented an inaccurate, erroneous and unfavorable impression of the existing library services for the blind. The Group expressed by vote a reaction deploring the publication and dissemination of the article which serves to misinform the public, and encouraged the writing of individual letters to the Editor pointing to specific inaccuracies and suggesting some form of correction or retraction.

Charles Gallozzi, Assistant Chief of the Division for the Blind of the Library of Congress, discussed *What Can Be Done About the Non-Contributing Areas?* He had refer-

ence to the existing regional library system in which over the years many libraries have been rendering a service without charge to readers beyond their area of tax support. This was a defect in the system to which the recent *Survey of Library Service for the Blind 1956,* sponsored by the American Foundation for the Blind and utilizing a high calibre of library experience and knowledge through the good offices of the American Library Association, directed attention as serious and urgently in need of correction.

Within recent years it would seem that the problem has been somewhat alleviated by gradual increase in bi-lateral contracts or agreements between states and libraries providing for purchase of library services in such circumstances. Mr. Gallozzi was quite optimistic of the future. There was, however, the suggestion of some sentiment of lack of confidence in such agreements as permanent and fully satisfactory solutions to the problems of library financing. The advisability of exploration of other means, including Federal grants-in-aid to match state funds, was mentioned. This was the solution recommended by the *Survey.* Reference was made by Mr. Gallozzi to a poll of regional library sentiment by Mrs. Simpson of the California State Library which indicated a division of opinions by the librarians, although in so far as there was response to a questionnaire circulated, the preponderance appeared to be opposed to, or at least not enthusiastic for, direct Federal grants to municipal or state libraries.

Mr Gallozzi reported that within a matter of months two regional libraries would be added to the existing twenty-eight, thereby relieving the appropriation for the program of Books for the Blind of the costs of providing service to four states. A library is to be established in Raleigh, North Carolina, to serve North and South Carolina, and another in Richmond, Virginia for Virginia and Maryland. The Library of Congress will continue to serve the blind readers of the District of Columbia, a Federal area.

John W. Breuel, Director of the Division of Technical Services of the American Foundation for the Blind, delivered a paper entitled *What of 16 RPM?* which in fact was concerned with research and development also at 8 RPM. The Foundation has been exploring recording at both 16 and 8 RPM for several years. Experiments at 16 RPM had proved very successful, but those at 8 RPM offered even greater promise so that further research at that speed was indicated. In November, 1956, the Foundation's Technical Advisory Committee recommended that a sub-contract be entered into for further development at 8 RPM, and that the Foundation also continue independent research along parallel lines. A sub-contract with CBS was initiated and in March, 1957, a record was demonstrated at the Library of Congress.

This research indicated that a complete book could be recorded at 8 RPM on two double faced records as compared with 13 records for the same material at present recording speed, and at a cost of around $4.50 per book as contrasted with $22.00 with established recording procedures. The demonstration was felt to justify further research. In 1958 a research project was initiated by the Library of Congress with Recording for the Blind, Inc., for field testing of 8 RPM records and players to be produced by CBS laboratories. The question of "what of 16 RPM" or "what of 8 RPM" can only be answered by the adoption of one or the other speed by the Library of Congress. Obviously neither can or should be adopted until the Library has carried out the thorough field testing which any major departure from a standard so long established necessitates.

Mr. Breuel brought to the meeting records of the same material recorded at three speeds, 8, 16 and 33 RPM, together with machines to play them. First, an 8 RPM record was played on a highly modified commercial machine. This machine was not represented as a prototype for use in the Talking Book program, but merely to show some of the possibilities of reduction in cost, weight and size over the Talking Book machine currently being manufactured for the program. Next, this same 8 RPM record was played on a Model "D" Talking Book machine modified to give a turntable speed of 8 and 33 RPM. The Library of Congress has recently ordered a 16 RPM recording of a book recently recorded at 33 RPM. This was played on a standard Model "D" machine which is equipped for both 8 and 16 RPM. Finally, the 33 RPM version of the 16 RPM book was played.

The final topic on the agenda was *Best Sellers and Science Through Rented Tapes,* presented by Frank G. Buerry, President of "Best Selling Books for the Blind." This is a new project which differs from the conventional reading materials for the blind in two respects. One, the medium offered is tape recordings rather than disc recordings, and, two, the material is offered on a rental rather than free basis. This venture combines two quite different types of reading. One, *Science for the Blind,* is developed by Prof. Thomas A. Benham of Haverford College, and the other, *Best Selling Books for the Blind*, is organized by Mr. Buerry. The science materials are offered at rental fees of $10.00 a year. The best selling materials are offered on a subscription basis of a $25.00 refundable initiation fee plus a rental at the list price of the ink-print version of the book with a 10 per cent fee to cover royalty charges.

The objective of the project was to offer books not included under the Government program, but rather to supplement it. Efforts are made to avoid duplication. On occasions when overlapping in timing for selection resulted in duplication, no great harm seemed to result. The subscribers still wanted the books in tape form at a charge even though they were available in disc form without charge. This project is an interesting undertaking in a medium other than disc recording, and the experience it offers is worthy of attention by those exploring various avenues and methods of providing reading materials for the blind. Its value is obvious in view of the restricted coverage now available by other programs in view of limitations of funds and expensive media for production.

This concluded the summary of the panel presentations. In addition in view of the death of the elected Chairman and the transfer of the elected Secretary, a business session was necessary to permit an interim election of officers to serve until the Convention at Detroit. Mr. D. C. Duffield, Treasurer of the Christian Record Benevolent Association, Inc. was elected Chairman, and Mrs. J. M. Beck, President of Volunteer Services for the Blind, Inc., Secretary.

The Division for the Blind of the Library of Congress sponsored two workshop sessions in conjunction with the Convention, one for machine distributors on Monday evening, and another for librarians on Tuesday afternoon, at the Library for the Blind of the Free Library of Philadelphia.

Respectfully submitted,

DONALD G. PATTERSON,
Acting Chairman

GROUP I

George C. Piper, Chairman
Executive Director, Business Enterprises for the Blind
Chicago, Illinois

(For papers, see pages 203-210)

Group 1, the Business Enterprise Specialists for the Blind, held two meetings, Monday evening and Tuesday afternoon.

The programs were arranged with the idea of providing as much practical help as possible for administrators of business enterprise programs, and at the same time provide for a free exchange of ideas and experiences, in order that all members might be mutually helpful.

The speaker on Monday evening was Mr. Arthur Bissonette, of the General Electric Company, who gave a valuable talk on "The Fundamentals of Salesmanship," slanting his advice toward our particular needs. This was taped and will be sent to our members.

The discussion which followed was started off by the members of the panel chosen for this purpose. The questions chosen are listed in the Convention Program and included the selection and training of operators, the selection and training of supervisors, using vending machines advantageously, and so on. Some pertinent phases wherein conclusions were reached on these subjects will be printed in the PROCEEDINGS.

At this point, I should like to express our appreciation to Mike Gallagher, a member of our section, in arranging for the canteen set up at the Convention Headquarters, and for the Coca Cola and Standard Brands Coffee provided with the compliments of Group I.

The attendance at the Monday meeting was excellent, and there was active participation and lively discussion on all the subjects presented.

The Tuesday afternoon meeting dealt with "What Public Relations Means to Our Business Enterprise Programs." We were fortunate in having for our speaker Mr. Neil Rankine, Director of Public Relations of the Eastern Territory of Sears, Roebuck and Company. Following his talk, Mr. Rankine stayed for the discussion period which was started off by Mr. Paul C. O'Neill, Director of Public Relations of the CNIB.

This was a most interesting, lively, and well-attended meeting, and the members participated fully, presenting their views on the value of *good* public relations as it helps the business enterprise programs, and, conversely, how *poor* public relations in any one area can do much harm to programs in other parts of the country. This, we felt, was a most important point to remember.

Ways and means of promoting better public relations were discussed and agreed upon. One of many possible definitions of what public relations is was agreed upon as "The promotion of an understanding on the part of our own employees, the cooperating organizations, and the public, of all phases of our program of activity."

As a business enterprise program depends on sales to keep going, we agreed to remind ourselves frequently that business comes where it is invited, and stays where it is well treated.

Respectfully submitted,

GEORGE C. PIPER, Chairman

REPORT OF MUSIC COMMITTEE

Herbert C. Treneer, Chairman

Chairman, Music Committee, Canadian National Institute for the Blind, Kenora, Ontario

(For papers, see pages 211-222)

During the year under review two members have been added to the personnel of your music committee, viz. Mr. Robert Robitaille, Canadian National Institute for the Blind, Quebec Division, Montreal, Canada, and Mr. Albert G. Gorson of the Louis Braille Music Institute of America Inc., New York, N. Y.

The general meeting sponsored by the Music Committee was held in the Pennsylvania Room of the Sheraton Hotel on Monday July 28th, from 8 to 10 P.M., Chairman, Herbert C. Treneer. There were approximately 100 persons present.

The first paper "Piano Servicing by Blind Tuners as I See It," prepared by J. Hiram Chappell, Consultant, Office of Vocational Rehabilitation, Washington, D. C., was read at his request by Miss Edith C. S. Simpson, Secretary of the Committee. Mr. Chappell informed the meeting that during the past sixteen years he had assisted many piano tuners to qualify for and secure permanent employment in this profession. He stated that the manufacture and sale of pianos reached its lowest point during the early years of the depression, but that since the Second World

War the number of pianos manufactured and sold had increased very materially, with a consequent increase in the number of pianos requiring servicing by competent piano tuners. Mr. Chappell informed his audience that the incomes of blind piano tuners working on a full-time basis range from a minimum of $2,400 to a maximum of $9,000 per annum, with an average income of $5,000. He suggested that, because of the superficial training which blind tuners are receiving in many schools for the blind, and the complete absence of such a course in other schools, consideration should be given to the establishment of four special schools situated in strategic geographical areas. In these schools courses in piano-tuning would be given under the following categories: First, the beginner; Second, the students of residential schools who wished to continue their studies in piano-tuning; Third, those who wished to pursue refresher courses. Mention was made of the success which has attended the courses given to piano-tuning instructors at Roosevelt University, Chicago, Illinois during the past two or three summers. Mr. Chappell stated that the piano-tuning graduate can enter this field on an initial capital of $250.

The second paper "The blind musician as teacher — personal qualification, and mechanical requirements" was presented by George G. Bennette, instructor, Lighthouse Music School, New York Association for the Blind, New York, N. Y. Mr. Bennette stated that the training of blind musicians has always played a prominent role in the education of the visually handicapped. The blind professional musician in addition to his mental and physical requirements must possess the type of personality which will enable him to maintain satisfactory relations in his contacts and associations with his pupils and with the citizens of his community. Ear-training, and facility in reading Braille music are two prime essentials of his profession. Mr. Bennette advised us neither to deny or over-accentuate our handicap. The blind music teacher should charge the same fee which is paid to our sighted competitors. He should aim when possible to be superior in academic qualifications to his sighted confreres. He stated that the ability of the blind musician to play or sing the pieces he is teaching is an important asset. He must be able to teach the staff notation. He informed us that the Illinois School for the Blind provides some fine teaching material. He referred to the international catalogue of braille music which is being distributed through the medium of the Louis Braille Music Institute of America Inc.

The final paper "Teaching Music in Public and Secondary Schools" was presented by William Turney, Director of School Music, Woodstock, New Brunswick. Mr. Turney, who possesses 10 per cent of normal vision, described the methods which he employs in the classroom. He outlined the various requirements of the several grades, and gave us a demonstration of his work through the use of a tape recorder.

The next item which was to have taken the form of a discussion dealing with the practicability of constructing a typewriter for writing staff notation was deleted from the program due to lack of sufficient time, and we proceeded to the final item, a vocal recital by Mr. Turney which included selections by J. S. Bach, G. F. Handel and other lesser composers.

The annual business meeting of your Music Committee was held on Tuesday, July 29th at 9:30 P.M. There were five members present plus three invited guests. The Minutes of the last meeting were read and approved. A telegram from Mr. Albert G. Gorson, a member of the Committee, was read expressing his regret for his inability to attend the meeting. He also wished to know if the members of the Committee might find it convenient to participate with other prominent musicians in a public symposium to be held in New York City at the beginning of 1959 if their traveling and other incidental expenses could be met. It was agreed that we would give the matter our mature consideration, and suggested January 6th as a tentative date. Plans were tentatively formulated relative to the preparation of our 1959 program which will be announced at a later date. It was agreed that we would invite the Louis Braille Music Instatute of America, Inc. to attempt to set up a register of blind musicians in order that a clearer picture may be obtained of the number of those actively engaged in this profession, plus other salient facts relative to each individual. We were informed that there are

at least 600 piano tuners functioning actively in the U. S. A. and Canada.

The meeting then adjourned.

Respectfully submitted,

HERBERT C. TRENEER, Chairman

REPORT OF THE RECREATION COMMITTEE

Fuller R. Hale, Chairman
Director, Seattle Social Center for the Blind
Seattle, Washington

(For paper, see pages 223-231)

The Recreation Committee of the American Association of Workers for the Blind held its 1958 Meeting in the Independence Room of the Sheraton Hotel, Philadelphia, Pennsylvania, on Tuesday afternoon, July 29th.

Three papers were presented: The first was a joint endeavor by LeRoy Price and Roy J. Ward on the subject of "Competitive Bowling as a Recreation Medium." This paper brought out some of the problems in getting the American Blind Bowling Association organized.

Carl McCoy of the Rehabilitation Center for the Blind of Topeka, Kansas, presented a most interesting paper on "Recreation as It Applies to Rehabilitation Centers for the Blind." He expressed the importance of recreation in the total rehabilitation of an individual.

"Why the Recreation Center for the Blind," by Maurice Case, presented some interesting points on recreation centers for the blind, which stimulated a lively question and answer period.

The interest in recreation for the blind seems to be increasing. Since it is one of the services most offered by agencies in the field of work for blind, our Committee feels that it should continue to function.

Respectfully submitted,

FULLER R. HALE, Chairman

REPORT OF THE COMMITTEE OF VENDING STAND OPERATORS

Douglas Richardson, Chairman
Vending Stand Operator, Washington, D. C.

and

Myrtle Garris, Secretary
Stand Operator, Raleigh, North Carolina

(For paper, see page 232-236)

The Committee of Vending Stand Operators held its first meeting during the 32nd Convention of the American Association of Workers for the Blind in the Independence Room of Hotel Sheraton, Philadelphia, Pennsylvania, July 29, 1958. This Committee was appointed by Hulen C. Walker while President of the Association. Those serving on the Committee are: Douglas Richardson, Chairman, 1215 Gallatin St., N.W. Washington 11, D. C.; Jerry Beuchert, Vice-Chairman, 1609 Michigan Ave., N. E., Washington, D. C.; Miss Myrtle Garris, Secretary, 119½ N. McDowell St., Raleigh, N. C.; Val Sdmak, 6 Terminal Ave., Philadelphia 18, Pa.; and Jack Mooney, 2313 Rock St., Little Rock, Ark.

Mr. Richardson opened this meeting with a warm welcome to the visitors and friends of the vending stand program. He introduced the members of the Committee and expressed his appreciation for their loyalty and support.

Mr. Richardson explained that this Committee's aim is to try to establish a section in the American Association of Workers for the Blind with these three purposes in mind: 1. To organize a section in the American Association of Workers for the Blind with common interests of vending stand operators; 2. To cooperate fully with all other groups of the American Association of Workers for the Blind; and 3. To be able to submit suggestions and projects to the members of the Board of Directors for the interest, growth, and improvement of the vending stand programs.

The Chairman planned a very interesting program for its initial meeting. Mr. Joseph F. Clunk, Managing Director, Philadelphia Association for the Blind, Philadelphia, Pa., very ably reviewed the history of the vending stand program in the United States and Canada, after which there was a lively and informative discussion. Those on the panel were: Joseph F. Clunk, Jerry Beuchert, Mike Gallager, and W. J. Strickland.

The Committee then adjourned to meet with the American Association of Workers for the Blind in Detroit, Michigan, in 1959.

Respectfully submitted,

DOUGLAS RICHARDSON, Chairman

MYRTLE GARRIS, Secretary

GROUP MEETINGS AND SPECIAL INTEREST COMMITTEES' PAPERS

GROUP A

CHRISTMAS TREES—A COMMUNITY PROJECT

Milton T. Freeburger, Assistant Superintendent
Maryland Workshop for the Blind, Baltimore, Maryland

The Maryland Workshop for the Blind, in 1950, entered into a Christmas Tree Sale program with several purposes in mind.

1. To make the general public aware of the services offered by the Maryland Workshop for the Blind.

2. To make the community leaders understand the Workshop's program by bringing them into direct participation.

3. To devise a painless way of raising funds to provide additional facilities and equipment to help blind adults increase their earning power. The sale is set up to be a one-day, self-service affair, displaying in one location 12,500 trees at bargain prices.

The Trustees of the Workshop selected a prominent person to serve as General Chairman of the sale. This is the first move in marshalling the forces of the community. Following is an enumeration of the steps taken to make the sale a community project.

1. The General Chairman requests leaders of the community organizations to serve on the sponsoring committee.

2. At early committee meetings, the actual assignments of duties, securing volunteer helpers, publicity, etc., is arranged. The members of the committee are also given detailed indoctrination about activities and services of the Workshop.

3. The local Movers and Warehouseman's Association contributes manpower and a quarter of a million dollars in equipment for a day to haul trees from the railroad to the sale site.

4. The railroad contributes facilities, tallymen and essential manpower related to the unloading.

5. City of Baltimore provides the municipal stadium as a site, also, special Fire Department, Police Department and traffic control agency services.

6. Transit Company places 50,000 handbills in their vehicles.

7. Council of Churches circularizes the clergy.

8. Club, church and company publications are provided mats for use in publicizing the sale to members and employees.

9. Chairman staged an informal get-together for the press to request saturation coverage during ten days prior to the sale.

10. Committee members are requested to submit names of recruited volunteers.

11. Assignment of specific duties made to nearly 400 individuals, all of whom are volunteers.

12. A local bank provides full staff of tellers to act as cashiers, and prepare receipts for deposit.

13. A recognized auditing firm provides a complete audit of the sale.

You can see from the foregoing that our Annual Christmas Tree Sale is really a community project. The proper presentation of our sale program, by means of a professional public relations firm, is of immeasurable value. The 1957 Sale received:

1. More than 5,000 lines of news coverage and publicity.

2. One hundred and twelve television announcements over three local stations, and 1 hour, 35 minutes of features and interviews, commercial value in excess of $4,000.

3. Fourteen hundred radio announcements over eleven stations, and more than four hours of interviews and commentary-commercial value, approximately $11,000.

4. The active sponsorship and participation by members of 60 civic, service, patriotic, labor and business groups.

5. Three hundred seventy-eight volunteers, including — bank presidents and beer truck drivers, who worked shoulder to shoulder on identical assignments to conduct the sale.

Results:

Our Christmas Tree Sale has become a community institution, which draws approximately 25,000 people to the Sale, enabling us to conduct a profitable annual event. In the past eight years more than 3,000 Baltimoreans have volunteered time and service to help conduct the sales and The Workshop has netted well over $60,000 to provide special facilities not covered by our regular operating budget. The profit is not all financial, for our community relationship is strengthened and broadened with each succeeding year.

THE CHRISTMAS CARD CARAVAN—A PRACTICAL APPROACH

Byron M. Smith, Executive Director

Minneapolis Society for the Blind, Minneapolis, Minnesota

Mr. Chairman, Ladies and Gentlemen:

Some of us haven't completed payment of all bills which were brought about from last year's Christmas expenditures and here we are "in the good old summer time" dealing with the subject of "Christmas trees" by Milton T. Freeburger, and I am talking about a Christmas Card Caravan. Certainly I hope that Allan Sherman will say something about Christmas and, if he doesn't, I will at least expect a Christmas card from him this year.

In our type of work, all of us must be concerned with the importance of public relations, and most of us find it necessary to be alert to "ways and means" of improving our financial position so we can make the changes which are constantly necessary to keep our programs in tune with modern times.

We are fortunate in having an excellent location for our Minneapolis Society for the Blind. We are just outside of the immediate Loop area and yet there are hundreds of people that pass our building daily. Right on the corner of Franklin and Lyndale we have a display and salesroom. We are constantly concerned about "ways and means" of attracting more people to come to the Minneapolis Society for the Blind, not only to make purchases from our salesroom, but to become better acquainted with our over-all program.

Finally we decided we would make a real effort to secure an exceptionally fine line of Christmas cards, gift wrappings and some unique gift items to display and sell. We set up a special committee to study this matter and decided we would establish what we call a Christmas Card Caravan. After considerable effort and planning, we ventured forth with our first Christmas Card Caravan effort in the year 1954, and the results have been far be-

yond our expectations. We have excellent lines of personalized Christmas cards, box cards, wrappings and unique items which are particularly appropriate for the shopper prior to Christmas.

By carrying on aggressive publicity through such channels as the Minneapolis Woman's Club, Minneapolis Kiwanis Club, Council of Jewish Women, Delta Gammas, Odd Fellows Council for the Blind, Minnesota State Sunshine Society, and the Junior League, we have actually had an increasingly large number of fine men and women who come in to do some of their Christmas shopping with us. There is not quite the parking problem to contend with as there is in the Loop area. We make a real effort to give special service to our customers, and several interesting things have developed which might be briefly mentioned to you.

1. Through our contacts with the above-mentioned groups, plus newspaper, television and radio publicity, we start our Christmas Card Caravan on the day after Labor Day.

2. From then on until Christmas, we find that we, not only have increased our sale of Christmas cards, wrappings and gift items each year, but we have increased the sale of all the items carried in our salesroom.

3. A great many people have become much better acquainted with the entire program of the Minneapolis Society for the Blind, and many worthwhile things have resulted from this. For example:

a. Businessmen and housewives are much more cordial to our sales representatives when they are called upon.

b. Some of our customers who have become acquainted with our program have offered to render volunteer services which have certainly been worthwhile.

c. Frankly, a number of the people who have become better acquainted with our over-all program through our Christmas Card Caravan efforts have made generous and substantial gifts to our Society.

d. Each year we have made a very good net profit which we have been able to use to purchase new equipment, which in turn has helped greatly in the size of the pay envelopes to our visually handicapped workers.

Our first Christmas Card Caravan took place in 1954 and, following the success of this effort, we gradually improved our line, adding new items to sell, and each year from then on we have sent a member of our Board of Directors and a member of our staff to the Chicago Gift Show. We are quite familiar with the tastes of the customers we have, and we guide our buying of different items accordingly.

Recently, we had a combined meeting of our Christmas Card Caravan Committee and our Salesroom Committee. As a result we are adding 15 new items to our line for this season and we are looking forward to another good year. I do not want to bore you with many details, nor do I want you to think this particular undertaking is a simple matter. I realize, too, that it is important that agencies for the blind have a suitable location to carry on such a venture, but if you do have a good location, then the Christmas Card Caravan idea would merit some real thought on your part. From September on we attract the attention of hundreds of people to our agency, and actually a large number of these people come to our place of business.

During this Christmas Card Caravan season we have channeled over our loud speaker system appropriate music at times, and all in all it is a rather good, busy and worthwhile undertaking.

So, perhaps I can conclude my remarks by saying in good old Minnesota fashion, "Yah," we hope you will have a Merry Christmas and Happy New Year.

SOME BASIC GUIDEPOSTS IN PUBLIC RELATIONS AND FUND-RAISING WITH SPECIAL REFERENCE TO AGENCIES FOR THE BLIND

Allan W. Sherman, Director
Cleveland Society for the Blind
Cleveland, Ohio

As we attempt to develop our thinking about public relations and fund-raising activities in agencies serving blind people, we do not find a well-organized body of written material to guide us. Through the activities of many fine agencies, both large and small, there is a growing body of experience which should, more and more, be of help to all of us as we plan programs which seek to tell the story of our work, so that we can be of even more help to those we serve, and so that we can secure financial support for these services. The number of papers at this meeting related to this subject indicates that it is of real concern to an increasing number of people. With the adoption of our Code of Ethics, we have felt a need to set up standards and principles to guide us in our relations with the public and in our fund-raising activities. The fact that I am seeking to think with you about basic guideposts indicates my concern that we need to look sincerely and honestly at many of the public relations and fund-raising activities in which we are now engaged. We need some criteria against which to check our thinking.

I certainly do not know a lot of answers in this area, nor do I mean to imply that what I will say today will add much to our common store of knowledge. But if I succeed in disturbing you a little bit so that you will think about these very important areas, I shall have achieved my purpose. You are well aware that much that I will say will be controversial. Some of you are also aware that in trying to trim the tree of public relations and fund-raising in agencies serving blind people, I may be sawing off the very branch that I am sitting on.

Dr. Gregor Zeimer, Director of Public Relations for the American Foundation for the Blind, has already ably demonstrated that much can be achieved through a wisely conceived program of public relations. He has also recognized an important role of the Foundation: to help all agencies become more concerned with, and more knowledgeable about, public education. Two fine workshop meetings have been held at the Foundation in the past two years. All who attended learned much from each other and from the experts who were there in attendance representing many media. Gregor knows that I was unhappy about some of the discussions at these meetings. It was not so much an unhappiness at what was said, but rather at what was not discussed at all. I guess it is understandable that P.R. people and fund-raisers want to talk about techniques, the use of media, and other tools of the trade. I was concerned that we did not take time to talk about the goals that we were seeking to reach through the use of these tools. To me, this is where our problems lie. If we can come to have a more commonly understood set of principles and goals which we are seeking, I am sure that we can learn to use the tools and knowledges which are readily available and commonly used by all businesses and other groups today.

Already we have broadened our concept of public relations. Many years ago we thought of "publicity" as the way. Madison Avenue and TV have made us very conscious of the techniques and "gimmicks" which may be tools for our use. But now we are thinking not so much about public relations, which has been too frequently associated with advertising, but about educating people, interpreting our services through departments of public interest, public information, or public education. This is a sound movement because it recognizes

such departments as integral parts of an agency's program of service and emphasizes one of the major functions of agencies. This movement also implies that, as a responsible department, the public relations and fund-raising department must participate in the formulation of the policy of the agency and in the setting of goals for the agency. We thus arrive at our first general guidepost.

Public relations policies are established at the policy-making level in agency administration. Whatever impression an agency makes on people reflects the attitude of the administration and the kind and quality of the program offered by the agency. Members of public education departments should participate in the formulation of policy at this level.

A second guidepost in the organization of public relations and fund-raising activities is: *The executive is the chief public relations and fund-raising spokesman for the agency.* He does not necessarily plan and execute program, nor is he required to be a public relations technician, but he is responsible for what the agency does about public relations and fund-raising. He cannot sign away his responsibilities, but he shares them, for it takes teamwork to achieve good public relations and to raise money. The entire board of trustees, and volunteer workers, should be part of these programs.

A third general guidepost develops this theme further: *Public relations and fund-raising should be recognized as a frame of mind as well as a set of techniques.** The whole organization has to be conscious of public relations as a responsibility, and the better each individual in the agency understands that he has a role to play in public relations and fund-raising, and just what this part is, the more productive the results will be.

A fourth guidepost, and one of the most important of them all, is: *People who plan public relations and fund-raising programs must be specific about their objectives.* We must clearly know what we wish to accomplish and plan our programs to those ends. In agencies serving blind people, it is the determination of these goals that most concerns me, for I think, having once determined these goals, it is a rather easy process to develop a plan of public relations to achieve them. I shall return to this area with specific relationships to agencies serving blind people later in this paper.

A fifth guidepost: *In public relations and fund-raising programs, we must key our efforts to specific groups that are of interest and concern to our agency.* We do not deal with a general public; we deal with small publics. In any social agency, public relations, broadly conceived, is concerned with educating first the staff of an agency, the clients of this agency and their families and friends, the in-close group of board members and volunteers, the professionals in this and allied fields, and many other publics which become interested in the agency program. We educate these publics through information and knowledge. Education is a process of adding to people's knowledge, of changing their beliefs or concepts so that after being "educated," they will act differently in respect to that particular agency or its clients. There is a temptation to try to reach all of our publics with one universal message. This can never be done effectively.

A sixth guidepost is as follows: *Public relations involves communication in two directions.* It is obvious that there must be a flow of information from the agency to its publics that it is trying to reach, but it is equally important to keep tabs on what other people know and say of the organization itself. There are many techniques for fact-finding, but simple conversation checkups are also very useful.

We have given six general guideposts to guide us in thinking about public relations and fund-raising activities. Now I would like to try to apply these in some particular way to agencies serving blind people. Not all agencies should use the same program. There is no pattern which can be applied to all agencies. The agency's size, its financial position, the complexity of its program, the abilities of the people on its staff which it has to carry out a program, the agency's point of view on any given subject — all count in the determination of a program. There is no ready made formula to be applied like a blueprint on a construction job. There are no over-all public relations formulas to suit every situation. It is a matter of shaping and tailoring each program to fit each individual agency.

There is one general statement, however,

that can be taken as being applicable to almost any agency program of public relations or fund-raising anywhere, and that stated simply is this: *Public relations and fund-raising should be a carefully planned program. It cannot be a haphazard activity.* It should be further recognized that one of the major goals of an agency for the blind is to provide information and to educate many publics to the true facts about blindness and blind people. Now let us see if there are some particular guideposts for us as we consider agencies serving blind people.

The director of a community service organization in New York recently stated the public relations goals of his agency: "To present our services in such a way that those who need them will know about them and feel free to use them with dignity and self-respect; to attract to our ranks interested and energetic volunteers; to ensure financial support; to secure and hold competent staff." This applies in a very sound way to all social agencies, but I would like to have us think more thoroughly about this general goal as it relates to agencies serving blind people. The first phrase, "To present our services in such a way that those who need them will know about them and feel free to use them with dignity and self-respect" is a very important guiding thought for people in agencies for the blind. I firmly believe that agencies for the blind have a great obligation to their clients and to those who someday may become clients of the agency. Our cultural patterns have established certain roles for people who are blind. These cultural concepts are based on misconceptions and antiquated thinking and should be changed. To bring about these changes is a major job for all agencies serving blind people.

I would like to give a few examples, I hope well chosen, of why and perhaps how we ought to think about these things. I don't pretend to know how to meet all of these misconceptions, but we certainly ought to think about what are basic problems and goals, and then find ways of meeting them. The longer we postpone talking about what we want to accomplish and continue to talk about "gimmicks", the farther away is the day when we will be doing the job that must be done.

What are some of these cultural concepts which are in the minds of most people, some of whom will be blind people at some future time? There are two very basic reasons for concerning ourselves with these points. First, when people truly understand the facts about blind people, then and only then will blind people be accepted for themselves and their individual needs be understood and met, and their hopes and goals in life be realized. This is an educational process. Blind people themselves in all walks of life have shown the way. Through programs of public education and even fund-raising activities, public and private agencies can make good progress, if the goals to be achieved are clear and agreed on. Some of the problems can also be alleviated through good legislation and education. When clearly understood, the problems of blind people will be met by a truly understanding society. Further, when people have a true picture of the facts about blindness, those of them who lose their sight will be more ready to meet its problems rationally and realistically.

The first of these concepts to be changed is one which all public relations programs can effectively attack. It is this: a person who loses his sight in some way becomes like every other person without sight. That is to say, blind people become categorized and thought of as a group alike. Nothing could be further from the facts. Blind people are as different from one another as are any people. We can meet this problem in many ways. The first way is to *THINK* about "people who are blind," not "the blind." Let us use this language in our brochures and talks, and others will come to think as we do. To be sure, the other way is convenient and has a certain appeal. It may be easier and there may be more sympathy connoted by the phrase "the blind," but as long as we continue to use it, how can we expect others to think of persons who are blind as individual people? The positive approach is: People who are blind are individuals and should be thought of in this way.

The second negative thought is that all blind people are dependent people. We all know that this is not true or in accord with the facts. Some blind people are quite dependent on others, but so are some red-headed people quite dependent on others, and so are one-

legged people and so, in fact, are all of us dependent on others to some degree. Blindness itself does not mean dependency in everything. While blindness does mean dependency for some to a greater extent than for other blind people, the concept should not be applied to all. True, most blind people for a time after the onset of blindness lean heavily on others, but so do all people who have to learn to live with a severe disability. But that this dependency must become a way of life for all blind people just is not so. There are many people who lose their sight and who for additional reasons, not blindness alone, usually become economically dependent on others, small pensions or "aid to the blind" programs. Let's work positively to help those who are in this position, but let's not imply that all blind people need special financial help.

How do we meet these problems through public education and fund-raising activities? Simply by telling the story which is in accord with the facts. If many blind people are dependent on rehabilitation programs to help them meet the problems which blindness brings, let's tell the story of these programs showing what can be accomplished through them. Let's not raise money to "help the blind," but to help support programs to provide this skillful help. Father Carroll's letter to contributors to his "Odd Change Harvest" this year was very much to the point. If all of you have not seen it, I urge you to send for a copy of it. If there are many blind people who need financial help because of advanced age, lack of saleable skills and/or additional handicaps, let's get proper and adequate help. If our aid ceilings and our work incentives are not high enough in an inflated economy, let's get our legislation in line with reality, but let's do it for those who need it — let's not generalize.

Having given these few examples to make a point, and I hope to raise some questions in your mind, I would like to suggest some additional guideposts related specifically to agencies for blind people which you might think about and perhaps discuss today.

First: Does your agency have a public education and fund-raising program which is thoroughly integrated with the agency's philosophy and program?

Second: Do your activities in public education develop the concept of individualization, dignity and self-respect?

Third: Does your public relations work truly represent the facts about blindness and its problems? Blindness is a severe physical disability requiring major life adjustments, but many blind people sometimes with help meet these problems squarely and successfully.

Fourth: Do any techniques or devices used tend to perpetuate already existing negative concepts?

Fifth: Do your selling of merchandising programs (which are public relations as well as selling programs) tend to overly stress "blind-made?"

Sixth: Does your fund-raising program raise money for specific jobs rather than generally to "help the blind?"

Seventh: Do you always check the possible long-run implications of the techniques used in public education and fund-raising?

These are thoughts — not answers. I hope you all will think deeply about these matters.

GROUP B

WHEN YOU ARE OLD AND GRAY — THEN WHAT?

Norman M. Yoder, Ph.D., Acting Commissioner
State Council for the Blind, Commonwealth of Pennsylvania
Harrisburg, Pennsylvania

Some time ago, when your Chairman, Mr. Richterman. invited me to participate in the program of Group B of the AAWB, I accepted with pleasure. However, in retrospect I have begun to wonder just what was in his mind when he assigned the topic "The Problem of Placing the Older Blind Person" to me for discussion. At least he gave me some cause for contemplation and not a little concern, since I have been in the business of serving the blind for fifteen years, and now am approaching that chronological age when the employment services throughout the United States indicate that that is a disability in itself. Be that as it may, it is a problem which all of us must at some time face, and face it we must, whether we are blind or not. Therefore let us pose the question: When you are old and gray, then what? And having posed the question, let us then examine the current status of the older blind person as his condition relates to employment, and at the same time examine some of the possibilities for improving this status.

During the past decade the science of geriatrics has come into its own. Communities, as well as all branches of government, are concerning themselves with the problem of the older person, his economic status, and his usefulness to society. It has been said that the man over 45 years of age loses his efficiency and his effectiveness, yet there are innumerable instances of individuals, both men and women, who have gone well beyond this age and who are producing in competition with their much younger fellow-workers. Golden age groups and other such activities are excellent social outlets for the older person. They are not intended to provide an economic supplementation to an old-age pension, retirement grant, and so on. Are we as a nation using the skills and knowledge of these older persons to advantage? It would seem that, in the main, the science of geriatrics has come up with the finding that we are not using these individuals to their maximum capacity in our present structure.

It is true that from time to time industries have been established and are functioning on a profitable basis with the employment policy that they will not hire anyone under the age of 50, and with this policy they are continuing to meet the rough and tumble of today's competitive markets. Perhaps the television show, "Life Begins at Eighty" and "Geritol" have done more to arouse public interest in the plight of our older person than many profound papers on the science of geriatrics, to the extent that we are once more aware of the huge reservoir of manpower, productive in nature, having many variable and useful skills, and amazingly yet trainable.

In our community life today the older person, whether blind or not, is making himself felt. His participation in social, political, and other community activities points up to the citizenry that, because this individual has passed a certain chronological age, does not in essence rob him of effectiveness.

Employers who have maintained a position over the years that they wil not employ any male over the age of 45 and any female over the age of 35 are gradually, *but slowly,* shifting their ground, realizing that in the older worker they can find stability, productivity, safety, ingenuity and reliabiilty.

Some concern, however, should be expressed

in the philosophy of some of our state employment services who mark down an applicant over the age of 45 as being physically handicapped, irrespective of his general health situation. This stand, of course, is based upon the antiquated attitudes of employers, yet it would seem that agencies such as this should accept the responsibility of taking the lead in educating employer groups as to the value of the older worker.

Finally, the attitude of the older person is essential in developing a program of employment for that age group. The older persons, just as many of our blind friends, are willing to vegetate, accepting the philosophy that the world owes them a living, and just so long as that will they find themselves existing on old-age pensions and retirement pay. Society's understanding and acceptance of a problem can best be achieved when the individuals most vitally affected by the problem take the lead in developing solutions.

At this point, you are undoubtedly wondering when are we going to consider the problem of the older-aged blind person? It is our belief, as we previously indicated, that age is a common problem irrespective of disability, recognizing, however, that the basic problem of age may well be intensified by the introduction of a physical handicap. Because historically the disability of blindness appeared to be the most severe of physical handicaps, we as a group continue to receive more preferential consideration in public assistance, tax exemptions, travel, workshops, and so forth, than any other physical disability group. This is due in part to the fact that the blind people, recognizing their problems, have had the foresight to organize themselves and become vocal within the professional and non-professional areas in order to bring to the attention of society the severity of the disability.

Having convinced an employer that blindness, per se, could not prevent a person from achieving status in a gainful occupation, it is now no longer impossible to place this disabled older worker in a competitive job. In the last three years, as we will demonstrate, real strides are being made in placing the older blind worker on a competitive basis.

As we stated above, because work for the blind has over the years been well organized, it has become possible to develop employment in the non-competitive fields as well. Gradually the concept of the sheltered shop is expanding to that of an industrial workshop. It is permitting the older blind person to find gainful employment, frequently applying skills acquired before the onset of blindness, and skills not generally associated with the traditional sheltered-shop approach. Let us make our position clear at this point: We are not endeavoring to discuss the merits of a sheltered shop versus an industrial workshop; we are merely pointing out that in work for the blind the use of these two facilities have materially improved the earning capacity of the older blind worker.

In addition, under vocational rehabilitation, strides in areas of rural activities, self-employment, and so forth, have been made, and we should like to touch upon these in just a moment.

What are the possible solutions for the older blind worker who finds himself beyond the age of 50 and who out of necessity must continue to earn an income? We believe that there are four areas which we are obligated to consider and which continue to need further exploration and development:

1. **The Sheltered Shop or Industrial Workshop.** Here the older blind person can find employment. If these are properly managed and are willing to explore production possibilities, they can provide an income of more than a few dollars per week. With all of the research and demonstration projects now undertaken under the auspices of the Office of Vocational Rehabilitation, it would seem that shop people throughout the country might seek the approval of a grant over and above those already made on a limited basis, to develop new and competitive products capable of being produced in their shops and meeting a continuing market need. Make no mistake — mops, brooms, brushes and the traditional products of the sheltered shops are stock items which our society continues to use, but only if they can be manufactured on a competitive basis and priced competitively for the consumer market.

2. **Home Industries.** This area of employment appears to be a misnomer in most geographical areas. Home therapy employ-

ment might more aptly describe such programs. It would appear that there is little value in subsidizing a home industry program for the older blind worker when the cost of operating a program runs into the thousands of dollars of subsidation and permits the worker to earn $4 to $10 a month as an income.

In our humble opinion, this is not industry. If we are to build service to the older blind worker in the home industry field, we must again resort to research and develop products which can be produced on a regular work schedule basis commensurate with the individual's ability and capacity to produce, and, as a result of such scheduling, expect quality products and pay that worker accordingly. We in Pennsylvania do not pretend to have the total solution to this problem, but we are, however, hoping that, as a result of a research contract with Franklin Institute, to come up with some new products which can be made entirely by blind labor in the surroundings of a home with a goal of paying not less than $15 per week to him, and with no maximum limits established. The results of this research will be given to our private agency friends throughout the Commonwealth in order that, through their workshops, a program for the older worker may be developed, either in the shop or in the home, in order to provide a reasonable income to this group which hitherto may have been denied an opportunity.

3. **The Area of Self-Employment** is one to which the various states are begining to devote energy and time. Many of our blind people having achieved an age of 50 or beyond, functioned as sighted people until recently and, as a result, have useful skills and abilities which can be applied to areas of self-employment after blindness. The establishment of specialty repair shops, small acreage specialty rural projects, part-time merchandizing opportunities, and many other activities fall into this category. It remains for both the public and private agencies for the blind to continue their efforts in developing self-employment, not only for the older person, but for the younger person as well.

4. The fourth area is of course, **Competitive Employment.** Here again a brief study indicates that much has been done to place the blind person over the age of 50 in, not only fabricating industries, but in service industries as well. Frankly, the results of the survey were amazing, because a good portion of the annual rehabilitations appear to be beyond the age of fifty. This is particularly true in the last three fiscal years, namely, 1955, 1956, 1957.

In preparing the material for this paper, we asked the cooperation of the following states: Delaware, Indiana, Missouri, New Jersey, New York, Ohio, Pennsylvania, and Virginia. These state agencies readily supplied data which has formed the basis for our observations thus far, and those to come. Let us therefore briefly chart the results for the three-year period covering fiscal years 1955, 1956, and 1957.

Year	*50 to 55*	*55 to 60*	*60 to 65*	*Over 65*
1955	81	78	36	22
1956	91	81	40	32
1957	108	106	56	47
Total	280	265	132	101
GRAND TOTAL				778

From this summary you will readily note that each fiscal year has seen an increase in the number of older blind people placed. Most significant to us is the fact that, in the category age 65 or over, this figure has more than doubled itself in the three-year period.

Statistics can become boring, confusing, and can, under skillful arrangement, be made to tell most any story. If we may then, we will take the liberty of summarizing some of the other points in the materials presented by the states mentioned above. The division between male and female in this group of 778 was approximately 2 to 1 male versus female. The approximate range of income covered from about $5.00 per week in excess of $75.00 per week. This, of course, included all categories and types of employment. Of this group of 778 individuals, in excess of 65 per cent found themselves placed in competitive or self-employment opportunities other than that of a sheltered or industrial workshop character. These jobs covered industry, fabricating and assembly, machine-operation, packaging, inspection, service industry including laundry, food processing, bakery, sales, repair, and so forth. Self-employment included rural, poultry, truck-gardening, dairy speciality, sheep, rabbiting, and other similar projects adaptable to the management by an individual.

In addition, many other individuals found self-employment in domestic service, toy or furniture repair. For the partially sighted, there was landscaping and gardening, that is, care of lawns, weeding, trimming, and so forth; baby sitting; telephone call services; and many other varieties of occupations.

Some 30 per cent of the 778 people appeared to be employed in sheltered or industrial workshops for the blind, and, from information available, their tasks were primarily related to production of traditional products of these shops, although again some variance was indicated. On the basis of information made available, the average income for this group was slightly less than $15.00 per week.

Finally, something under 5 per cent of the group appears to be engaged in some phase of home industry, with the average income for this group about $8.00 per month.

In conclusion, we believe that the older blind worker is fairing somewhat better from a placement point of view than we may have anticipated. Yet without question there is a tremendous area of need yet to be resolved by both the public and the private agency in this field. If Mr. Richterman's asignment of this subject has done no more, it has at least convinced me that we are endeavoring to meet the needs of our older blind worker, and that from a personal point of view the future does not seem quite as gloomy as it did when I first contemplated the paper.

PLACING THE UNPLACEABLES, THE DOUBLY DISABLED

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I am sincerely pleased to have the privilege of sharing this occasion with you. I must admit that I accepted with alacrity the invitation to participate in this afternoon's program. After all, I reasoned, could I not draw upon the knowledge acquired during twelve years in the field of vocational rehabilitation of the blind? Would not this experience enable me to make a substantial contribution within the discussion area assigned to me: that of the Doubly Disabled? Might I not be able to develop a magic formula that would be the panacea for the problems involved?

Accordingly, shortly after having received my assignment, I sat down one evening to begin my deliberation. I began by repeating over and over in my mind the central theme of this symposium: "Placing the Unplaceable." Unfortunately, or so it seemed at the time, the imperious ringing of the telephone interrupted my meditations. Having disposed of the call, I attempted to resume my previous line of thought. However, to my surprise and annoyance, instead of the phrase "placing the unplaceables," I found myself repeating the phrase "placing the untouchables." Immediately, there came to my mind a mental image of those poor unfortunates of India, who through the accident of birth are relegated for life to the farthest reaches of human obscurity. Try as I might, I could not disassociate the "untouchables' from the "unplaceables," and slowly there came the realization that the association was a valid one.

Let us examine briefly several of the similarities which exist between the "untouchables" and the "unplaceables." It is my hope, that by noting the relationships involved, we may gain a deeper understanding of the problems and needs of the "doubly disabled."

The "untouchables" are members of the lowest defined group within the caste system

of India. For centuries, their birthright has been a pitiful existence under conditions of physical, social, and economic oppressions which defy credulity. To have been touched by one of them is considered by members of the higher castes to be the most vile of contaminations; hence the designation, the "untouchables." To some of the more fanatical members of the higher castes, their mere proximity engenders the concept of contamination; hence the oft-used designation the "unapproachables." Without benefit of recourse through community and governmental recognition of their problems and needs, is it any wonder then that they also carry the designation of the "depressed peoples?"

I am assuming that the designation "doubly disabled" gives reference to those "unplaceables" who, in addition to a severe visual disability, have other severe physical or emotional disabilities. For purposes of clarification, the following might be included: the deaf-blind, the mentally retarded blind, the emotionally disturbed blind, the blind amputee, the blind cardiac, the diabetic blind, to mention but a few. Can it not be said that many of those whom we categorize as "doubly disabled" have, through the accident of birth, been relegated to social, vocational and economic obscurity? Obviously, the concept of contamination has no relevancy here. However, by stigmatizing the "doubly disabled" as "unplaceables" have we not relegated them to the ranks of the "unapproachables?" Has community and governmental action been sufficient to emancipate them from the status of "depressed peoples?"

It is quite possible that many of those present will feel that the preceding comparisons with their consequent implications are much too bizarre. Unfortunately, however, the "untouchables" as well as the "unplaceables" have there counterparts in every social structure. Almost without exception, we continue to establish human criteria through the use of such references as: race, creed, color, age, and, as we are presently practicing it, those criteria of physical and emotional disability. Can we continue complacently to categorize under "group designations" the problems and needs of the individual? Is it not time, that we in vocational rehabilitation cease and desist from the practice of categorizing those whom we are charged to serve?

Inasmuch as we are gathered here in the hope of learning new techniques of "placing the unplaceables," it might be well to examine the term "placement." I have always interpreted "placement" as referring to that process through which the vocational rehabilitation counselor secures competitive employment for the client. This process involves: the challenge of "selling the employer," the skillful selection of operations on which the client can meet production standards, and that most gratifying of experiences "putting the client on the job." It is rumored, however, that there is a question as to who has been most gratified, the client or the counselor. It might follow, therefore, that a client considered "unplaceable" would not afford the counselor an opportunity for challenge, skill, and gratification.

I am certain that those present concur with me in my interpretation of the term "placement." If you do concur, then I must pose a vitally important question. Can we as counselors presume to establish the arbitrary criterion of "placement" as the measure of successful vocational rehabilitation. For those individuals whose lives are complicated by the presence of a single severe physical or emotional disability, the achievement of vocational goals is extremely difficult. This reality is occasioned by the presence of personal inadequacies which seriously limit their integration into the community. The increase of personal inadequacies, reflecting in part the effects of multiple severe physical or emotional disabilities, restricts still further the attainment of vocational aspirations. The establishment of the arbitrary criterion of "placement," as the measure of successful vocational rehabilitation, can only result in the assurance of continuing dependency for many of those whom we call the "doubly disabled."

There may be those who are asking, "what is the answer if not placement?" Our course has already been charted within the structure of the enabling legislation from which has evolved the concept of vocational rehabilitation. We do not find, within these regulations, the restricting of "eligibility" for vocational rehabilitation services to only those who are "placeable." Instead, we find that "eligibility" presumes only the presence of potentials for gainful employment. Is there anyone to say

that, within this broad concept, there is lacking the opportunity for challenge, skill, and gratification?

The far-reaching implications which are inherent within such a broad concept immediately preclude the establishment of restrictive criteria. There can be no individual approach to what has been designated as a "group" problem. It would have been relatively simple for me to have selected several cases involving persons with multiple severe physical or emotional disabilities with whom I have had some degree of success. This case data might have served as the basis of a report to have been presented at this time. However, I sincerely believe that such a report would have been of little value. Undeniably, it is possible to profit from the experiences of others, if the knowledge gained is used to supplement our personal resources. However, there exists the danger that, in our zeal to provide service, we may adopt these experiences as absolute criteria.

In place of such a report, I should like to take this opportunity to submit the following proposition: We in vocational rehabilitation must seek to reaffirm those procedures which should be basic within the vocational rehabilitation concept. These procedures incorporate those processes of: Total evaluation of the individual, skillful analysis and interpretation of evaluation data, as well as, realistic planning for and with the client. Furthermore, we must recognize the need for implementation of these procedures by concurrent and complete utilization of community resources.

I regret that I have been unable to develop a magic formula that would have been the panacea for the problems involved. I hope that I have encouraged you to embrace the concept that we must not detract from the dignity of the individual by imposing upon him arbitrary "group" limitations. I hope that I have stimulated you to reexamine the relationship of "placement" to the concept of vocational rehabilitation. I dare not hope that you have been motivated to fully accept the proposition which I have submitted. I am certain, however, that you will join with me in the hope that those "unplaceables" or the "untouchables" of today will soon join the ranks of the "vocationally rehabilitated" of tomorrow.

VARIOUS EYE CONDITIONS AND DEGREES OF VISION AND HOW THEY AFFECT PLACEMENT

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The human eye is, for purposes of simplification, often compared to a camera. However, Fox and other authorities in the field believe that this analogy is inadequate. Fox states:

> "It is a far more efficient, labile, and useful instrument than any ever conceived by man. With it we make photographs on the sensitive retinal negative under extremes of light and shade where the most expensive camera would be useless. We change our focus automatically and instantaneously for distance and near vision. We not only see better than animals — yes, even better than the proverbial cat in the dark — but our eye helps us to convey expression and emotion. We cry with it, which helps to distinguish us from the lower species. With it we recognize fine gradations of color. Our field of vision is wider than any other living thing."

The eye is only a part of the visual apparatus. It receives the external stimuli through the cornea and transmits them through the pupil, lens, uval tract), to the retina which reflects them on to the optic nerve for trans

mission to the inner brain and occipital lobes in the two cerebral hemispheres. Here, it is believed by authorities, the observing of objects occurs. These images are then transmuted to the cortex of the brain where it is believed that grouping, patterning, and recognizing of objects takes place. This intricate and complicated process is called "sight." Hence, it can be readily seen that sight — the faculty of seeing — is physical as well as mental. Consequently, a normal eye produces normal vision or sight, which contributes much to the normal growth and development of the individual. Sight is a medium of perception through which the individual observes his environment. Thus he develops concepts of distance, depth, color, size, and form of objects. Through sight he observes behavioral patterns of others and is able to conform his conduct to socially acceptable patterns. This imitating of others begins in infancy and continues through his developmental years into adulthood. He begins imitating by observing the actions of his parents and siblings and early acquires an understanding of socially acceptable patterns of behavior which enables him to grow and develop in a normal manner. On the whole, as long as his vision is normal, he has little or no difficulty in relating himself to his environment. When accident, disease, or some other abnormality develops in the eye which causes his vision to be abnormal or nonexistent, he then encounters considerable difficulty in maintaining a comfortable relationship with others. He must make an adjustment personally, socially, and vocationally, so that he may be a part of the society into which he was born.

Psychologists tell us that physical disabilities produce and accentuate areas of maladjustment in what otherwise would be considered a normal personality. A sudden decrease in, or total loss of, vision has been demonstrated to have certain definite psychological and emotional effects in the personality area. In helping an individual to solve his problems and make an adequate adjustment to visual disability, the counselor must be prepared and equipped to assist the individual in developing a realistic attitude and an understanding of his visual disability and the problems arising therefrom, so that he may live as normal a life as possible. The fears, frustrations, doubts, and anxieties resulting from a visual disability can be, and often are, more of a handicap than the actual physical disability itself. Without proper counseling and guidance, these frustrations can magnify themselves in the mind of the visually disabled person to such an extent that it becomes difficult for him to associate with others and often prevents him from adjusting satisfactorily to a job situation.

Eye conditions that interfere with normal vision to such an extent that a visual handicap exists fall into three general categories: 1. Structural defects of the eye itself, which seldom produce total blindness, are either congenital or hereditary, such as myopia, both primary and secondary, dislocated lenses, coloboma of the pupil or of the macula. 2. Diseases of the eye may either produce total blindness or partial vision. Some of these diseases are retinitis pigmentosa, chorioretinitis, cataracts, venereal diseases, tuberculosis, some types of brain tumor, etc. 3. Accidents or injuries to the eye either at birth or in later life also may produce partial or total loss of vision. Injuries to the cornea as a result of explosion or exposure to fumes and gases that tend to burn the external portion of the eye may result in either partial or total loss of vision. Severe blows on the eye or on the head in the vicinity of the eye may often cause retinal detachment.

This is a partial list of the causes of blindness; it is by no means complete. However, it will give some idea of the various eye conditions which interfere with a person in his normal, social, and vocational relationships.

For purposes of this paper we are going to consider the visually handicapped person in two categories: the partially sighted and the totally blind. The partially sighted person may be defined as an individual who has a central visual acuity of 5/800 up to 20/200 with a peripheral field restriction to 20° or less in diameter. As a totally blind individual we will consider a person who has a central visual acuity of less than 5/800 down to no vision at all. These definitions are for purposes of job placement.

The partially sighted person often encounters much difficulty in securing employment for himself and maintaining a job. The reason for this is two-fold. One, the sighted

public does not consider him a blind person because he is able to travel, read, and perform other functions in daily living with a minimum of, or no, difficulty. They do not realize that his vision is so limited that he requires selective placement services to the same extent as a totally blind person. The second reason that he has difficulty is that the partially sighted person does not consider himself blind and often involves himself in situations where a greater degree of vision than he has is necessary in order to perform adequately. In placing a partially sighted person, the counselor and the prospective employer should analyze the job situation, taking into account the skills required by the job as well as the physical demands of the job. In analyzing a job, taking into account the minimum of eyesight necessary to perform the job adequately will enable the counselor to place the individual in a job situation where his skills can be used to the optimum level.

A person who is extremely near sighted should never be placed in a job situation where distance vision is required. A person who is color blind should not be placed in a job where the distinguishing of colors is a part of the job duties. Also, a person who has a central vision but a severely restricted field should not be placed in a job situation where side vision is necessary, that is, he should not be placed in a work area where materials are moved in and out of the work area by overhead cranes or where he is working in close proximity with other workers who would likely be struck by his handling of materials or where he would likely to be in danger by the other workers' handling of materials. A person suffering from glaucoma should not be placed on a job where he would be under extraordinary emotional stress or strain, since medical authorities believe that such stress or strain affects glaucomatous conditions. Likewise, a person who has no central vision should never be placed in employment where central vision is required. Actually this type of person should be placed most often as a totally blind person.

I realize that this is a rather short list of eye conditions and degrees of vision which affect placement; however, a longer list would become rather monotonous for this professional group. The important aspect of placing a partially sighted person is that the partially sighted individual knows and understands what his visual limitations are and how these limitations either restrict or contribute to his vocational adjustment. Partially sighted people sometimes fail to accept the limitations placed on them by reduced visual acuity. Often they drive automobiles, and perform other functions which not only endanger themselves, but other people as well. A few years ago I placed a partially sighted male in a plant in Houston. This man had had partial vision all his life, but he persisted in running, not only when he was on the street, but inside the plant where he was working. This disregard of the attitude that other people had toward his visual disability and the limitations placed on him by it eventually caused him to lose his job. Management advised me that the reason they terminated his employment was that he was not a safe person in the plant, and not because he was unable to perform his duties on the job. Even the normally sighted people in the plant did not run from one part of the plant to the other; they walked. To run or trot in an industrial plant is an extremely hazardous performance. This client would not listen to the advice of his fellow-workers or his foreman, and since the company did not wish to run the risk of his having a compensible accident, they decided to terminate his employment. Safety is one of the basic selling points in selling management on the idea that partially sighted and totally blind people can work easily and efficiently. If good safety practices are not adhered to by the visually handicapped person, he will be unable to secure and maintain a job.

A totally blind person must be able to perform efficiently as an individual in his personal life as well as on a job. Mobility is one of the primary requirements for a person to be able to work. He should be able to travel with ease and comfort under almost any kind of traffic or other environmental surroundings. He should be flexible enough in his attitudes toward people that he can accept new and different situations in which he finds himself, and operate efficiently in them. Ordinarily, a totally blind person is a much safer worker and a more diligent worker than partially sighted people. At least this has been my experience in placement of visually handi-

capped people. I have also found that sometimes it is easier to sell the abilities of a totally blind person to perform specific types of jobs than it is to sell the service of a partially sighted person for the same type of job. A well-adjusted blind person, properly placed in a job situation, is a wonderful selling point to other employers in the same community.

Probably more important than the degree of vision of an individual is the preparation of that individual for employment. If a partially sighted person or a totally blind person exhibits areas of maladjustment in their personality, they should have adjustment training. This training will enable them to develop a realistic understanding of their problems and enable them to develop an attitude which will permit them to cope with problems in personal living as well as job placement. Training is, I think, one of the most effective tools which the counselor has in preparing an individual for employment, and I believe that it should be used as often as possible, and wherever it is possible, in order to prepare the individual for employment, and expand employment opportunities for visually handicapped people.

There is some evidence that employers' attitudes are changing toward the employment of physically disabled people. Management has come to realize that a handicapped person, properly placed on a job, taking into account his physical limitations, is as efficient as someone who does not have a physical disability. Management also realizes that physically disabled people tend to have longer job tenure than the average non-disabled person. Management is interested in obtaining "well qualified" workers, and we, as rehabilitation and/or placement counselors, have a responsibility to the employer and to the client to constantly strive for improvement in our own competence and professional techniques in order that we may provide the individual with the necessary services to make him "qualified."

THE CLIENT AND "VISION REHABILITATION"

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When Harold Richterman requested that I speak to this group, I was grateful for the opportunity to be able to discuss with you the type of work we are undertaking at the Industrial Home for the Blind.

Our Vision Rehabilitation Program was a gradual outgrowth of some very definite demands within our total rehabilitation program. In designating the program at its inception we struck upon the term "Optical Aids," and entitled the service as such. When clients requested sample lenses so that they might examine them, it became evident that the program must have larger scope. It *was* believed, and still *is* in some instances, that visual help could be received very much the way one would order merchandise through a mail order catalogue. In this day and age some people still believe that lenses can be bought as one buys a hat; "just try them on and see which one fits!" Quite the contrary is the case, for, we have found that, even by obtaining the right lenses through careful examination, this was insufficient in many cases. Without ade-

quate training and careful follow-up, the lenses themselves are of doubtful value, and a great deal of disappointment for the client may follow. With this in mind, "Vision Rehabilitation" became the designation for the service at the beginning of this current year. This title seemed to convey more adequately the true spirit under which the program had been developing and the new focus toward which it would strive. Mr. Louis J. Bettica, whose shoes I have been attempting to fill, had been instrumental in initiating the program and had been its Director since its inception.

Throughout the problems which were not receiving adequate attention, there appeared to be an underlying factor operating which was difficult to isolate at the outset, but which later proved to be of utmost significance in the rehabilitation process. There appeared to exist a substantial gap between the Medical and the Social and Vocational Services. The need for continuity in service between the various approaches has long been recognized by workers in the field. The physician deals with pathology. He treats the disease entity through medical and/or surgical means, and, after all possible has been accomplished through these means, the client is placed in the rehabilitation program. During this transitional stage, the fact that the client usually persists in trying to use his remaining vision may be ignored and even discouraged for reasons of safety. While safety factors should not be discounted and adequate precautions must be taken during training of the partially sighted, our agency contends that a partially sighted individual must be encouraged and taught to make the fullest use possible of any residual vision, since not to do so may, in effect, deprive such an individual of means of maintaining his status on a job, in his home, or in any area where the use of residual vision is an asset. Though such a program generally entails much more time and laborious effort on the part of the staff, we feel the agency must draw upon all its resources and make use of any avenue which may lead to the greatest gains in visual rehabilitation for a given individual.

Another aspect of this problem was the fear that the use of the eyes would be physically harmful to the vision that was remaining. This fear, which was based primarily on half-truths, served to protect the client from the necessity of entering fully into the competitive social world and much emotional upset has occurred because of this belief.

The emphasis should be on the *proper* use of the eyes, rather than the harm that may occur from straining the eyes. Medical support should be actively sought in order to assure the client of his capabilities. I cannot stress too strongly the point that decreased visual acuity does not necessarily preclude the use of remaining vision in areas of daily living and, in particular, the vocational area.

Problems of a more specific nature gave indications of areas needing investigation and exploitation. The proper use of lighting in the workshops and training center was of utmost importance. The visual requirements of specific jobs were not fully understood. It was discovered that even slight improvement at arm distance in assembly work, for example, was of great value. Small improvements in acuity which enabled people to travel about more easily or more comfortably cannot be measured by Snellen ratings or Jaeger type, when the human element is involved. We discovered that large objective improvements in acuity meant nothing to certain individuals, while minute objective improvements to others were of inestimable value.

The whole problem of reading ink print, involving predetermined cultural values concerning this skill, had merely been touched upon. Though reading ability may have consisted only of making out a shipping ticket or reading an address, we found that this ability enhanced the client's employability. It is not possible to deal with this problem sufficiently in the time allotted to me, but it is important to point out that the client's independence of action is greatly enhanced if he can read his own mail, his own menu, or a thousand and one things with which he is confronted every day.

Rather than ignoring the fact that a majority of the legally blind have some residual vision, we attempted to enhance useful vision wherever possible with the use of lenses and in any other way. Basic to this discussion, then, are general principles pertinent to various types of prosthesis and other aids. The entire re-

habilitation plan can be altered radically through the proper fitting and training in the use of the various devices.

In an attempt to work with these problems we established our own program in 1953. The question is often asked, "why create a new program?" To begin with, our goal was to create a concentrated interest throughout the field in the matter of *seeing* rather than *blindness*. Secondly, the average practioner, ophthalmologist or optometrist, appeared not to have the time to devote to this project within his own practice. Within the framework of an established medical program, the Vision Rehabilitation Service was integrated, and the work already being done in preventative and restorative care would be extended in this particular areas. This would be an attempt to *augment* rather than *replace* previously existing medical services. By incorporating this service into the total agency program, it was felt that the supportive staff could be most advantageously used, and by having the service immediately accessible we have developed more positive results. It is quite common to find a client in our Rehabilitation Center wearing a trial frame at his bench or machine to try the lenses at a particular operation before such are prescribed.

How the Service Functions

Any person who resides in the service area of the agency, who has been duly classified as being blind and expresses a desire to avail himself of this service, may do so. After all medical or surgical treatment has been completed, the client is referred by the social worker or the vocational counselor, with the approval of the client's ophthalmogist, to the Vision Rehabilitation Service. All pertinent case material is reviewed by the Vision Rehabilitation counselor, and vocational plans are considered and digested. A pre-examination interview in conducted by this counselor in order to crystalize the goals and prepare the client for the examination to come. The aim is to discover how the patient sees and how well or how poorly the client takes advantage of his residual vision and, most of all, to determine what specific kind of help the client is seeking.

At this point I would like to cite some examples. I call to mind the projector operator in a movie theatre, who had many years of experience and was perfectly capable of setting up and operating his equipment, but who experienced difficulty in focusing the image on the screen. He came to us at this point and was ready to leave his job and turn to other means of employment. Through a series of interviews, the exact problem was delineated and, with the aid of high-powered telescope set up on a tripod, the man was able to accomplish the task adequately and maintain his job.

This kind of example pointed out to us repeatedly early in the program's development that the understanding of the exact nature of the vocational goals is most important. When we know the degree and kind of visual skill required at a specific operation, the task of supplying an aid is made less difficult. It is indeed the rare partially sighted person that can obtain one pair of glasses which will adequately serve all his purposes. This is primarily due to the fact that most high magnifying systems have exact focal lengths or working distances. These working distances are often quite critical, in that the slightest variation will throw the image completely out of focus. One may be able to read print at 3 or 4 inches from the eye, but will be unable to operate a lathe at this close range.

Another case in point is that of the student who received sufficient aid through our program to prepare for and obtain a teaching position with sighted children. At this point we believed our job completed but discovered that the children ridiculed the teacher for having to change glasses so often. By extended follow-up service, we were able to discover that this problem could be alleviated by a bifocal spectacle of radical power which had only recently become available.

One of the doubly handicapped groups which IHB has concerned itself with over the years has been the deaf-blind. A particular woman whom we attempted to place in competitive industry demonstrated her adequacy on an assembly-type job. At the conveyor belt the client functioned well, but for some reason, when she had to reach underneath the table to replace materials, she experienced a great deal of difficulty. Because of the problem of communication, the client was unable to express

the nature of the difficulty. The staff person who was observing immediately perceived the trouble. The lighting, which was adequate above the table was poor beneath it. This counselor was what we call "vision conscious," and did not attribute this difficulty to an idiosyncrasy in the client. Further attempts to place this client should be more successful because of the awareness of this problem.

A young high school student came to our attention through the keen perception of a worker who noticed a flicker of vision while nothing more than light perception was previously recorded. One day the girl was discovered with her nose in a coffee cup trying to determine its contents. During an interview the girl expressed a wish to see the numbers on her classroom door a little clearer. We accomplished this with a pair of lenses, and even went further and procured a 24-power microscopic lens which enabled her to read large print texts at a distance of one inch from her eye. This young girl displayed an intense motivation to read, without which success would have been impossible. In this case a little went a long way in so far as the client was concerned

From the outset of the program, we have been fortunate in obtaining the services of an optometrist, Dr. George Hellinger, who has long been working in the field of subnormal vision and has brought to the service a vital, stimulating approach.

The optometric examination is the crucial point of the service. Armed with all the information available, the optometrists (we now have three) endeavor to arrive at practical solutions to the visual problems, by the use of the available devices at their disposal. Several time-consuming examinations are routinely conducted before prescription is recommended. These recomendations are discussed with the counselor who helps the client evaluate the use which he will make of the appliances and whether or not expected use of the device will warrant the purchase. In case of financial difficulty, the social worker is brought in to discuss possibilities of calling on other community resources for assistance. When definite need is demonstrated, the agency defrays part or complete cost of the aid. The appliance finally decided upon is fitted by the optometrist to the client, who is then instructed in the proper use of the device.

These instructions and training lessons are most important, and we have found that success is directly proportional to the extent and degree of thoroughness to which the training is carried out. Occasionally we discover that the client already has received a good lens elsewhere but, not having received proper training previously, has never used it. In several instances we have been successful in training the client in the proper use of this device so that he will gain fuller advantage of it. However, initial failure is usually detrimental to favorable prognosis. An improper service is often more harmful than none at all.

Follow-up is essential, for we find that changes in prescription again and again are often necessary before the proper solution is reached. When the optometrist conducts three or four examinations *before* prescribing, the need for subsequent changes of prescription of the device is definitely lessened. The client very often becoms impatient and alternately becomes pessimistic and then over-optimistic as to the outcome. For this reason, rapport beween client and counselor, and especially optometrist, and patient is vital and should be established as quickly and as firmly as possible. The client must be encouraged to do his best, but when he has his first glimmerings of success he may become unrealistic about his abilities and constant attempts to point out realities and limitations will bear fruit only if firm rapport has been established beforehand.

One of the most gratifying results of this program has developed in that area about which we were most concerned. The client whom we are unable to help, because of the extremely low acuity, we feared would be greatly disturbed. The client who has a great deal of difficulty in accepting his limitations, in this carefully controlled situation, is made to feel that everything in our power is being done to help him use remaining vision to the fullest. We try to create the situation in which the client can see best and take heed of all suggestions made by the client which he believes will contribute to visual efficiency, such as providing proper lighting, large clear type and foreign language print whenever available. Even though the client is not helped, he is

made to feel that no effort has been spared to help him see.

Conclusions

By way of summary I would like to point out the following:

1. The optical aids are only valuable as to the extent to which they are used. A cane, a hearing aid, an artificial limb or an optical aid sitting in a bureau drawer is a waste, but this does not mean that they should not be provided. It does mean the whole job is not being accomplished.

2. Vision rehabilitation, as in any type of rehabilitation, is a painstaking and time-consuming process. It does not exist in a vacuum, and a total client approach is essential to success.

3. Thorough exploration of ophthalmological preventive and restorative care is essential for anyone whose vision is impaired sufficiently to be termed as legally blind.

4. The emphasis should be placed on the fact that *proper* use of the eyes in arrested pathology, with or without lenses, is in no way detrimental to the eyes.

Results

The IHB Optical Aids Survey, which has received wide circulation in this country and abroad, is an attempt to evaluate the service. The results were most gratifying in indicating successful areas and in highlighting the shortcomings of our service. First of all, we discovered that, despite our attempts to proceed slowly and carefully in prescribing, training and follow-up, there was pressing demand for faster and more service. Secondly, clients asked why this service was not more readily available to the partially seeing. In answer to this we have initiated an internship program for optometrists. At the present time, we have two men who are receiving orientation in all phases of rehabilitation at our agency and, in particular, the Vision Rehabilitation program, so that they may return to the community with these newly developed skills.

One final note which I think deserves mentioning: Among this group of highly specialized professional people, I should like to make one final plea. Amidst our rehabilitation we very often lose sight of the wishes of the client. My work has taught me, above all, that the human approach is always the most effective. The client who truly does not want to read can never be made to do so by providing him with spectacles any more than a client who does not want to work can be made to do so.

"UNPLACEABLE"—BUT EMPLOYED!!!

Dr. Frank J. Glavis, Research Chemist

Elkins Park, Pennsylvania

The case of persons who become blind while employed is such a personal one that no two people would meet exactly the same conditions. I hesitate to detail a personal history, but I will do so as much as possible to make the point that a blinded person can do any job that he wants to do, albeit with some difficult moments. One's background, training, length of time on the job, coincident incapacity because of illness, and the advantage of the immediate family all enter into the picture.

With an apology for the intrusion of the personal note into this paper, I will set the stage with a brief background sketch. I had been a diabetic since the age of ten. I was extremely fortunate in having completed my formal education with a degree of Ph.D. in chemistry, and having met and married my

wife before, at the age of 35, I became blind as a result of diabetic retinitis. I had been employed as a research chemist by Rohm and Haas for about nine years at this time. Again I was fortunate in that blindness occurred over a period of about a year, so that I had an opportunity to adjust easily and to learn Braille from my friend Mr. James Sax.

The business of a blinded research chemist was new both to myself and to the Rohm and Haas Company. The individual involved has to want to work and be willing to work hard and long, but any effort is useless unless the employing firm is anxious to make the operation a success. The management of Rohm and Haas is a most enlightened group. Together we considered all types of work that might be suitable and, after many considerations, decided to retain my existing job as a research chemist.

It might be well to briefly sketch the requirements of such work. A research chemist is involved in the development of new products for old uses, in the improvement of old processes for old products, and in the development of new products for both an immediate known objective and also for unknown applications, such that the properties of the new product will suggest uses to himself or to some application group or ultimate user. We try to carry out all of these objectives, but the emphasis changes from time to time, depending upon the economic picture and the state of development of various projects. We have felt our way along and have gradually expanded activities until, currently. I am working with five associates in various phases of polymer chemistry. With the sincere hope that some of our experiences will serve to help some other individuals, I am going to discuss now various aspects of this job that appear to be peculiar to the blind research chemist.

The first consideration is that of keeping up-to-date on the progress of the various projects that the group is attacking. The most important phase of this aspect is continual and daily discussions with each individual in order to be sure that each individual knows what is to be done and preferably why it is to be done. It is important for me to keep completely up-to-date on all this information in order to correlate data in the different projects and in order to attempt to keep the various projects moving forward at reasonable speed.

Of the technical aids which are available to the blind, Braille has been the most important to me. In my work, it is important to keep detailed files of samples prepared, so that at any time information can be assembled as to types of materials, processes, and applications. In dealings with application laboratories and with sales departments, readily available information is important to me, and the files furnish a ready aid in the writing of correspondence and reports. For these files I find it convenient to use McBee cards, i.e., peripherally-perforated cards, on which I can Braille the necessary information, and properly punch the peripheral holes for normal-selection techniques, which can be handled by any blind person. In addition to this material, a basic part of a chemist's job is to keep abreast of current technical literature. A literature file is thus extremely important, and this, too, can be maintained on similar cards. Notes for talks, conferences, etc. can be kept in Braille, and telephone lists, calendars, etc., are handily Brailled to maintain a degree of independence from others.

In addition to this phase of the job, I feel it is also important to maintain leisure avocations, and Braille is my favorite form of leisure reading, study of foreign languages, etc. My preference for Braille for leisure reading stems from the fact that I am constantly read to and talked to all day, so that I prefer some form of silent leisure when away from work, and it also enables me to be with my family during such leisure.

In addition to Braille, the tape recorder has great potential. I admit that I do not use this medium, or other form of transcriber, nearly enough. However, the laboratory in which I work is too noisy to permit its use at work, and I have so far only used it sparingly at home. I do believe that its potential is unlimited.

In the course of my work and literature reading, it is necessary to have readers. Two of the girls who do bench-work with me in the laboratory also alternate as readers. This type of reading is what I would call routine. That is, it consists of reading correspondence, reports, and company brochures, as well as

proof-reading my own reports and correspondence. This requires no scanning, since every word must be read and no technical knowledge is necessary. I do not find it convenient to have a single reader who does nothing else. In the first place, reading is difficult, and I neither have the time nor do I feel like listening all day. It is more reasonable to have the two girls who have other jobs read as the need arises. For the more technical reading, as it appears in the many journals that must be covered in order to keep up-to-date with developments in chemistry, I am extremely fortunate in having two friends to read to me and scan the material. Dr. Tucker covers most of the journals and is technically able to pick out the pertinent information so that extraneous material is not read. Also Dr. Riddle reads to me, in more detail, the smaller number of journals more closely associated with the specific field of polymers. Here, too, it is possible to scan the articles without unnecessary reading. When an article is considered of sufficient interest, Dr. Riddle reads it on tape, so that I can study it more closely at my leisure. This is my major use of the tape recorder.

In addition to these aids, I have found typing to be extremely valuable. I feel that it is highly advantageous to be able to think on the typewriter, and I was fortunate enough to be a reasonable typist when I lost my sight. I type all initial drafts of my reports and correspondence, and I find it convenient to be able to sketch out the set-up of tables I wish included in the final draft.

Transportation is, of course, always a consideration with a blind person. I would estimate that the vast majority of the research personnel at Rohm and Haas drive to work in cars. It is therefore a simple matter to join one of the existing car pools, so that no problem at all is involved in getting to and from the laboratory. While at work, it is a simple matter to walk throughout the three floors and four wings of our research building. By common consent with the janitorial staff and the mechanical department, I keep to the outside wall in walking about the building, and they keep ladders, buckets, etc. on the opposite wall. This has worked very well for the past ten years. I have seriously considered a dog, but have decided against one at the present time. This is purely for my own individual case. I love dogs, but I feel that my transportation to and at work would not be aided at all by having one, and over 95 per cent of the time away from work I am, by choice, with my wife or my daughter, so that it does not seem advisable at this time to have a dog. This is not intended in any way to be a reflection upon the wonderful seeing eye dogs. As in all of the other comments I have made, this applies only to my own case, and is not intended to be presented as either the best or the right way, but simply a way that is being used by one blind person.

I would say that the most difficult phase of my particular work is to obtain accurate visual characterizations of materials. As a case in point, I well remember the sample of a water solution of a polymer which was variously described to me by five different people as 1) water-white, 2) hazy, 3) cloudy, 4) opaque, and 5) awful. It is necessary to remember that everyone evaluates things visually from a different reference point, and it becomes extremely important to evaluate not only the expressed opinion, but the person expressing the opinion. It is also effective to insert a control sample of whose characterization you are reasonably certain, thus giving the person a control with which you are familiar. One other big problem is the evaluation of a large mass of tabled data. There is no real solution to this problem except to sort of half memorize the table and give it a sort of trance-like study. The necessity for more careful consideration of the data need not necessarily be bad, since it allows you to detect trends as easily as a sighted person.

The above evaluation of the aids and techniques considered are strictly applicable only to myself, but have been offered with the hope that they may demonstrate how each situation, though different, has some solution. I know another blind chemist who does not like Braile at all, and this illustrates that each case is not only different, but capable of different solutions. It is important also to realize that a well-rounded life not only considers earning a living, but also involves a happy, normal, and rewarding home life and a normal participation in community activities. Obviously, a

blind person has limitations, but these can be identified and circumvented. The truly important thing to remember is that there is nothing that cannot be accomplished, in some way or another, by the blind.

"UNPLACEABLE"—BUT EMPLOYED!!!

Ira Goldberg, Electrical Engineer
Philadelphia, Pennsylvania

I have been asked to comment on some phase of the problem of the employment of visually handicapped persons. My experience in the field is limited to my own experience as a visually handicapped person. As such, however, there are a few aspects of the employment of such persons which I would like to discuss with you, notably the reluctance and passive resistance of most employers to the idea of hiring visually handicapped people.

It has been my experience that people are usually reluctant to hire visually handicapped persons for two reasons, the first of which is because they have no idea of what such a person can do, if anything. They have no standards, no yardstick by which to measure the productivity of a handicapped person and, therefore, try to imagine what they themselves could do if put in such a predicament. As a normally sighted person cannot have any idea of the ingenuity of a human being in adapting itself to new conditions, the reaction is normally to refuse employment to such a person. I think that a great deal of good could be done if a prospective employer were to be given concrete proof of a visually handicapped person's productivity, be it in the production field, the medical field, engineering field, or what have you. This demonstration should be given at no cost to the employer, and at absolutely no obligation to him. In other words, convince the employer that he will get his money's worth, and that charity is not part of the bargain. In this regard I have personally encountered the above situation. After working as a development engineer for a large industrial concern in this area, and after receiving two years of specialized company training — 6 years total employment — I was layed off when my vision dropped from 20/20 to 20/200. My supervisor told me quite frankly that management could not make up its mind how much less than a 20/20 engineer a 20/200 vision engineer could do. They had no yardstick with which to measure my productivity, and rather than pay someone who was an unknown quantity, they chose to solve the problem by eliminating it. Had they gone to the trouble of giving me a trial period of one month or so, they would have found out that their $10,000 investment — a figure quoted at the time which supposedly was spent by the company in training a young engineer — was a good as ever, and was worth possibly $11,000 or $12,000 due to the extra incentive to do a good job.

The other reason I have found why people refuse employment to a visually handicapped person is the fear that such employees will take advantage of their handicap by demanding extra privileges, less work, or use their handicap as a lever to arouse sympathy and thus prevent discharge by the employer. In other words, the employer feels that he is stuck, sort of speaking, with the employee, and that his freedom of action is removed. He is afraid that by playing on his sympathy the employee will burrow himself into a niche from which the employer will not be able to pry him loose, even though economically the employee is not earning his keep. The only way I can see to prevent such thinking is to give the employer

complete assurance that he is dealing with a commodity which in no way differs from the normal labor market. Placement agencies for visually handicapped persons and private visually handicapped persons having interviews should emphasize strongly that they do not ask and do not expect to receive preferential treatment, and that they should be dealt with solely on the merit of their work output and on nothing else. This brings an interesting point to mind. By the same token, visually handicapped persons who do the same quality and quantity of work as normally sighted ones should insist that they receive the same remuneration. If they want to be treated exactly like normally sighted people, and identify themselves with them in such a manner as not to have any difference in work output, they should not be discriminated against monetarily. The U. S. Civil service adheres to this belief, and pays a person what his work is worth, without penalty for an irrelevant point.

The U. S. Civil service, in my opinion, offers an example which private industry as a whole should follow. According to Civil Service regulations, an employee serves a probationary period after hiring. Visually handicapped persons are no exception, so that after hiring, if the employee for some reason does not measure up to the standards to which he was hired, he may be discharged. Furthermore, once hired to do a certain job, if the visually handicapped employee performs his assigned duties satisfactorily, he is remunerated as well as the normally sighted persons performing the same work. Furthermore, he is given as much of an opportunity as the next person as far as promotions are concerned, and will rise as far as his ability will permit him. As a case in point, after being discharged by private industry as unemployable, I obtained employment as an electrical engineer in the Frankford Arsenal, in Philadelphia. I have worked there for seven and one-half years, and during this time I have received three merit promotions (changes in grade). During this time I have successfully completed a post-graduate course in servo-mechanisms at the University of Pennsylvania. At present I am technical supervisor of the servo-mechanism group, fire control laboratory, research and development group, in which capacity I am responsible for the work output of several engineers, technicians and student aides.

In closing, I would like to say that I don't think there are magic formulas to be used in employing visually handicapped persons. However, I do think private industry should take a lead from the U. S. Government and try to forget its prejudice against handicapped workers long enough to find out that, properly employed, they can be at least as useful, if not more so, than physically normal persons.

One last word to the visually handicapped person seeking employment. It has been my experience that the following rules pay off:

1. Make it a point not to receive or expect any privileges or considerations not extended to any normally sighted employee. Paternalism is not what you should strive for, but a recognition of your own merits.

2. Never decide you cannot do a job before giving it a good try. Your handicap is not as bad as you think, and there is always another way for doing any job.

3. Conduct yourself in such manner as to get the respect of your employers and fellow-workers. If such is the case, people will forget about your handicap, including yourself, and judge you on your merits, not on your visual capabilities.

"UNPLACEABLE"—BUT EMPLOYED!!!

William H. Chapman, M.D., Psychiatrist
Charlottesville, Virginia

During these critical hours in world history, I hesitate to take the time of this distinguished group to talk about myself. However, I have been requested to do just that. I find myself in very much he same position as the theology student. It seems that the professor always

asked exactly the same question each year, "Name the Books of the Bible." The students became hep and were primed for the exam. The Dean requested the professor to try to change the exam question. The next exam the question was, "Discuss the plagues inflicted upon Egypt." One student wrote, "I know nothing about the plagues inflicted upon Egypt, but the Books of the Bible are —". I know little about "Unplaceables" or employment, but the facts about myself are — .

My visual difficulty became noticeable while I was in medical school. A group of students went to New York on an excursion and one afternoon attended a movie. When we entered the theatre, the others quickly found seats while I was unable to see anything in the theatre for several minutes. This was not only annoying but frightening. Later in the fall as darkness came early, I found that I was bumping into people on the street and was having much difficulty in seeing objects in the twilight or semi-darkness. I consulted a well-known eye specialist, who gave me repeated examinations and hospitalized me for the purpose of having complete examinations of every known sort. He finally told me that I had a very serious condition, known as Retinitis Pigmentosa and he explained what I could expect in the future. Soon thereafter I was advised, in a kindly manner, by several of my professors to quit school and enjoy life. They suggested that I could take the funds that would be necessary to finish medical school and buy a farm. I could then sit on the porch and have someone else do the work. This had no appeal and I continued school without further difficulty. After graduation, I had an internship and two years of residency without serious difficulty. I had good vision in good light but poor in dim light. I was able to see small particles in the operation field under a spotlight and then not be able to see a wheelchair in the hallway. One surgeon used to say I had nothing but hysteria. During one period, I had a room in the hospital and sometimes walked into objects in the hallway at night. After awhile, whenever anyone bumped into anything or dropped anything, even a bedpan, the nurses would say, "Here comes Dr. Chapman."

I served as medical officer with the Veterans Administration Hospitals for many years. I recall an incident that occured which seems funny now but was upsetting at the time. As I prepared to leave my ward for the night, I walked down towards the locked section. On one side of the hall was a large room used for staff meetings and where we kept a stretcher and a wheelchair for use on the ward. The wheelchair had the usual woven cane seat and had been broken. I had requested an attendant earlier in the morning to send the chair to the shop for repair. I was surprised to see the chair and stood for a few moments pondering the matter. I could plainly see the small holes in the bottom of the chair. I decided to go into the room and examine the seat of the chair. I proceeded to walk slowly towards the chair with my right forefinger pointed outward, prepared to feel the chair. Just as I made a stab at the chair, a lady's voice said, in a very firm manner, "What do you want?" The chair was occupied by a visitor and the polkadots of her dress looked exactly like the little holes in the cane bottom. I have always thought she must have felt I should be behind the locked section.

As the years rolled by they took their toll of my vision. At that time it was necessary to take my turn on night duty which was particularly difficult. It was necessary to go from building to building and floor to floor without light. It was necessary to take care of all routine business as well as emergencies in the patient population and admit new cases. This in addition to my regular ward work. I began to feel tired, weary and discouraged. The medical staff was more than generous with advice, but I continued sliding downhill. An old axiom says, "When everything else fails, try common sense." I finally had an X-ray of my chest and my world crumbled around me when the verdict was pulmonary tuberculosis. I entered a hospital where I had many lonely hours to ponder my situation. By now my vision had failed to such a degree that I knew my job was gone. I soon found also that my friends were gone, at least some whom I had considered my friends. It was necessary to make arrangements for my family, and it looked as if my home too would soon be gone. This was the day of the economic depression as well as my own emotional depression. I said to myself, as did the Psalmist of old:

"My days are consumed like smoke.
My bones are burned as a hearth.
My heart is smitten and I am withered like grass. I am like a pelican in the wilderness. I am like an owl in the desert. I watch, and am as a sparrow alone on the housetop.
I eat ashes for bread and my drink is mingled with weeping. My days are like a shadow that declineith." et cetera.

No one can survive indefinitely in such a pit of discouragement and bewilderment. There are many ways of getting out of such a pit. One may have to scratch out every inch of the way with bare hands and feet. One may be lifted out gently by loving hands of family and friend, or one may climb upwards slowly but surely on a ladder, in the form of past experience or future hope. It is somewhat like climbing towards the summit of a great mountain. At the base of the mountain there are many trails, which may be widely separated and for awhile go in different directions. A person on any particular trail may feel that his is the easiest or the toughest or even the only possible path. Others, too, have trodden these trails and they all eventually lead upwards to broader horizons. In his book, MAN FOR HIMSELF, Eric Frohm says, "—There is within man an inherent drive towards growth and integration. This does not imply perfection." "The power to act creates the need to act." At any rate, I soon felt the need to do something. I soon secured a job as physician in charge, County Clinic. However, I was soon restless. A public health nurse told of hearing that the State Department of Welfare was having difficulty in getting psychiatric examinations for their clients and were sending them to other states for such examinations. During my work in the Veteran Hospitals, I had had considerable experience in psychiatry but in those days, psychiatric treatment consisted mostly of custodial care with a few cold packs and hot packs. During the Second Warld War, psychiatry came into its own, and many new understandings and new methods of treatment were developed. These were based more upon understanding of the causative factors of emotional and mental disorders and hence was called Dynamic Psychiatry. I knew that I should have some further training in these newer concepts. I requested aid of the State Repartment of Public Welfare for such training, in exchange for my professional services.

I was introduced to the Division for the Blind. I was not given an opportunity at first to state my desires, but immediately the interviewer began giving me a severe tongue-lashing for being so dependent that I would stoop to hold my wife's arm. He vigorously pointed out that he had men who could walk alone downtown and go into any store or office. By the time he asked what I wanted, I felt like a sinner and a criminal and thought I should apologize for being there. I told my story and after several interviews was told the following. "We don't know if you would be a good economic risk. We never trained anyone in psychiatry and don't know whether you could make a living or not. Now we have a young man down at Darlington, South Carolina, that is a chiropractor and he is making a good living. Therefore we think you should study to be a chiropractor." It was pointed out that while I had nothing personally against chiropractors, I was already trained as a physician and was only asking for funds for a reader while taking a refresher course. I was told that the Rehabilitation Consultant, who is also Director of The State Board of Health, had concurred in this decision and there was no appeal and the matter was closed. I wish to point out most emphaticially that this did not occur in the State of Virginia. In Virginia, we have one of the most understanding and cooperative Commissions for the Visually Handicapped. Under the capable and humane leadership of Dr. MacFarland no one in the State of Virginia need fear that a deaf ear might be turned in the time of need.

I was able to make other arrangements, and after completing the necessary training, returned to my home State of South Carolina. For several years I was with the State Board of Health, giving lectures and holding seminars over the state on mental health. I became available as a free speaker to all types of groups, such as P.T.A., Art Club, Garden Clubs, Study Clubs, et cetera. I feel that I had a hand in pointing out the need and laying the foundation for mental hygiene clinics in that state. At that time, there was only one psychiatrist in the state besides myself seeing

private patients, and there were no mental hygiene clinics at all. Today, most of the larger towns have a clinic at least part-time. For the past six years, I have been with the Department of Psychiatry, University of Virginia. I see patients whose difficulties range all the way from simple family misunderstandings to the most serious mental illness. If there has even been any objection or criticism on the part of any patient regarding my blindness, I have been unaware of it.

Difficulties I have encountered in continuing work after blindness:

1. Overcoming fear. Fear of not being accepted as a capable person. Psychiatric patients were supposed to be very nervous and twitchy. Would they tolerate or trust someone they knew could not see? I have found that many people feel more comfortable in discussing their private personal problems with someone who cannot see either because of the embarrassment of the moment or because they will not be recognized when seen in other places later. One woman absolutely refused to see any other psychiatrist because she had a disfiguring skin ailment.

2. Lack of self-confidence. Mostly due to no. 1. I like to think I have overcome this problem as I have been doing some very successful work with Hypnosis. Self-confidence is a great essential for this. I hope I don't allow my self-confidence to carry me across the fence to cockeyness.

3. Loss of ability to watch physical reaction to emotional material. Facial expressions, blushing, paleness, fear, anger, or grief as shown in the eyes. One of the great need of the day is better communication between groups as well as between nations. There are many ways of communicating besides words. Words are used by people to hide behind. Robert Frost recognized this when he wrote —

"We make for ourselves a place apart,
Behind bright words that tease and flout.
But Oh, the agitated heart
Til someone finds the real you."

Words have different meanings when used by different groups. Russia means something different from us when they say democracy. This difference is even more marked in children's use of words. For instance, a young girl was practicing on her piano and each time she struck the wrong note, she would say, "Aw, pregnant." After she repeated this several times, her mother asked her what she meant by saying "pregnant" each time she hit a wrong note. The little girl said, "I heard you tell Daddy last night that you were pregnant, and he said, 'that's a hell of a note.' "

The mother told her to look that word up in the dictionary and the girl read that pregnancy means carry a child. The mother asked her to make up a sentence using the word. The child said, "The fireman went up the ladder of the burning building and came down pregnant." Also illustrative of extra meaning of words — The old lady down South tells the children playing, "I hopes you children enjoys your infancy as much as we enjoy our adultry."

Deprived of vision and the help of words in many situations, I had to learn the art of nonverbal communication. People convey their feelings and meanings in many ways other than words.

4. Frustration caused by not being able to scan literature or to find and reread a particular item. Often the exact title or date is elusive and it is almost impossible for anyone else to think of what it is that it wanted. Well-indexed tape recordings are helpful.

5. Children. I like children but they seem to have difficulty in understanding that vision is lost. They bring objects to ask about and they point and ask what that is and seem insistent upon an answer. In practice, I see few young children.

6. Common difficulties that all experience. Many people feel that because one does not see, neither can he hear. Others act as if the unsighted person were actually not present. This is apparently a way some people have of showing their feeling of superiority. "You are so small and insignificant, you don't really exist. I show you my disgust and disdain by ignoring you completely." This also relieves that person from the necessity of dealing with a situation for which they feel inadequate. By ignoring the blind person, they are relieved of all obligation and responsibility. I once attended a meeting of nurses where I was the speaker. After the meeting, a group were standing around talking when one old war horse bluntly but loudly asked my wife, "Does he need to go to the bathroom?"

How were these difficulties met or overcome?

During the Second War, someone is said to have asked the three leaders how the great needs of their people had been met during the urgent crisis of the early days of the war. Mussolini said, "I came." Hitler said, "Why, I was sent." Roosevelt, looking out the window and smiling sadly, said, "Someone had to do it and I did the best I could." Most humbly, like Roosevelt, I have done the best I could. I soon realized that it was up to me alone as to what I did with my life. As a child I saw a blind man standing day after day motionless, disinterested, friendless like a sparrow alone on the housetop. I resolved, when my vision failed, that I would at least move my head in the direction of the person to whom I was talking and thus try to appear to be alert. People in general have been most thoughtful and understanding. As I look backwards, I feel that I have reached some fair degree of adequate adjustment by maturing emotionally. This process has been hastened by my difficulties. I have developed a greater sensitivity to the feelings and needs of other humans, a deeper understanding of their needs, greater patience with their weaknesses and a greater tender concern for their future. It would be well for all to consider some of the main aspects of emotional maturity, for maturing should be a normal charactertistic of living.

Some aspects of emotional maturity —

1. Face reality. Recognize things as they really are and not what one wishes or dreams. Much unhappiness may be saved by accepting blindness as a reality and not fighting associated myths and phantoms about it.

2. Live in terms of future values. Be willing to undergo privation, inconvenience or discomfort for the sake of better things in the future.

3. Be moderately dependent on and moderately independent of others. We all must be somewhat dependent on others, but we should stand on our own feet and make decisions and take responsibility for our own lives. Newly blinded persons may need to have regression and dependence and, if given, thus may be able to grow up again. Workers and blind clients often repeat parent-child relationships with all the accompanying emotions. Both should be alert to what is taking place. Some people soon feel disgust towards those dependent upon them and this develops into resentment and hatred. The worker should have sufficient inner resources of his own so that he can tolerate hostility or aggression shown by his client.

4. Work. The words in THE PROPHET say all that is necessary about work. "You work that you might keep pace with the earth and with the soul of the earth. To be idle is to become a stranger unto the seasons and to step out of life's magnificent procession.

"Work is love made visible. And if you cannot work with love but only with distaste, it is better that you leave your work and sit in the gate of the temple and receive alms from those that work with joy. For if you bake bread with indifference, you bake a bitter bread. And if you grudge the crushing of the grapes, your grudge distills a poison into the wine."

5. Have a workable and comfortable philosophy of life.

If there are any not familiar with the pamphlet entitled, WHY DID IT HAVE TO HAPPEN, by Earl S. Miers, I would suggest that you read and reread it. It is available from The Crippled Childrens Bureau. We must believe in something above and beyond ourselves. We must develop an inner sanctuary within ourselves where peace and tranquility can abide. This gives a feeling of security for today and happy expectation for tomorrow.

The Bible commands us, Love Your Neighbor as Yourself. It is important that we have human emotions as anger, fear and jealously, and learn to express these feelings in a moderate way without subsequent guilt. For is unlikely that we will love others unless we do have a good opinion of ourselves. Tolerance of weakness in others and a desire to be helpful does much to raise one's self-acceptance. We can then not only be unafraid of life, but anticipate it with zest and eagerness and embrace every day as a priceless experience.

We have been told that, for the blind, all is darkness, and in our weariness we may echo what is said by the weary. No life is completely dark or always remains untouched by shadows. Every trail that leads upwards must pass through some dark area and shadowy

turns. But as we climb ever higher, the horizon grows ever brighter and broader. And if we extend a helping hand to others along the trail, we gain not only personal happiness, but help achieve the common aspirations and prayers of all mankind for a life of Peace and Goodwill.

"UNPLACEABLE"—BUT EMPLOYED!!!

Vincent J. Varsaci, Self-employed in Agriculture

Moorestown, New Jersey

I am pleased to be with you today to discuss with you my background as it concerns my handicap, the cooperation of Federal and state agencies in effecting my rehabilitation, and my work at the present time.

I was blinded in Italy while in the service with the 88th Infantry Division on July 16, 1944. I ran an ammunition truck into a mine field and set off a mine with the truck. After ten days in the field hospital I found out that all hopes of regaining any sight was gone. I was transferred to a general hospital for further surgery and stayed there for six weeks before I was sent back to the States. This gave me a lot of time to think about what I was going to do for the rest of my life. I was at the age of 24 and knew that I had to do something different than what I was planning to do after I got out of the service. Before I went into the service I grew up on a fruit-and-produce farm. After leaving high school, I was studying to be an accountant and, while I was in the service I was in charge of transportation for our regiment. These things I had to rule out after being blinded. So I decided I had to choose something new. I tried to think of the blind persons that I knew in my younger days. The only few I knew were selling newspapers, magazines and Knick Knacks — all in the field of salesmanship. Being of a farm background, I thought of selling fruit and produce. This made me think of the farm and what was left for me to do there. I thought of the possibility of taking up the poultry side of agriculture. I thought of it very seriously, and, being married for only a short time before going overseas, I had to consider my wife's life and take her into my plans for the future.

When I arrived back in the states, I was sent to the Valley Forge General Hospital for further surgery and started in my first orientation class. In the hobby shop there I realized that I could achieve quite a few things. Starting in the shop, I learned what blind people could do and how they did it. This is where I first learned there was a poultry class for the blind at Avon, Connecticut, where I was to go after I was discharged from the hospital. Old Farms Convalescent Hospital was a rehabilitation and vocational guidance school the army had set up for the blind, where they tried to help us adjust to normal living before discharging us completely.

Although the program was not as complete as I would have liked it to be, it did attempt to help us. I started in the poultry class where the progarm consisted of four weeks of classroom work and two weeks on a neighboring farm. I chose to go on a farm owned and operated by Mr. Beech, a man who had been blinded for about twenty years. Mr. Beech had a very reasonable set-up of about 1,000 laying birds and was quite successful. This

was about the same set-up that I had in mind, and, after spending a week there, I really made up my mind that I wanted to be a poultry farmer and started to try to convince my wife.

During my stay at Avon I took advantage of the vendors stand program and the machine-shop classes as well. I also worked in a factory in Hartford, Connecticut, operating a drill press and lathe, and was quite successful in managing most of these machines. I made a good rate of pay, but, not knowing if I could get a job after I got out of the army and got back home, I still considered the poultry farm.

After I was completely discharged from the service and went home, I immediately went seeking some sort of employment. I didn't want too much time to pass by, because I was afraid that I would get in a rut and then it would be hard to get started again. With the help of the Commission for the Blind, the Veterans Administration, and the Employment Service Bureau, I started to work in Bristol, Pennsylvania, at an aircraft plant, where I did assembly work, first at a workbench, then on the assembly line. I also did some packing and some chrome-plating and worked there for a period of three years. I found that I didn't especially care for this type of work, and also could not get along with the union. This started me thinking again very seriously about a poultry farm. I talked it over with my wife, and we decided to look for a home with some land to get started. While on vacation from the aircraft plant we purchased a small farm of five acres and a house.

After we purchased the house I left my job at the aircraft school and enrolled in an agricultural school. This school was conducted by agriculture instructors and the county agent, under the supervision of Rutgers University. My enrollment in school was made possible through the Veterans Administration and the New Jersey Commission for the Blind. I was assigned Professor Bill Evans from Rutgers, who visited me periodically and helped me to get started with 300 birds, and I now operate with a capacity of 1,000 birds. I built two poultry houses, using one for a laying house and the other as a combined laying house and brooder house. The houses are divided in pens of 20 by 25 feet.

To conduct my daily work I try to visualize what the work consists of. I have no special equipment.

In brooding my chicks, I buy day-old chicks from a well-known breeder to get a good strain of birds of a pedigreed stock. I use two gas-heated brooders which work quite succesfully and are easy to maintain at even temperature. I regulate the temperature for the comfort of the birds. If they are staying too close to the stove they are too cold, or, if they are staying too far from it, it indicates that they are too warm; then you can set your controls accordingly. This is generally checked at night when it is the coldest and when they are asleep. Feeding is rather simple. I use flat trays around each brooder with four water fountains and keep 300 chicks under each brooder. I raise two flocks a year. This enables me to change most of my laying flock each year.

Diseases are generally detected according to the age of the birds. Most common during the first few weeks are respiratory disease. Such diseases can be detected at night by listening to the breathing of the birds or in the daytime if they stay close to the stove and lay off their feed. You must spend a great deal of time with the birds in order to know when something is wrong.

When the weather is suitable in the spring I move the birds out in a field that is fenced and has small summer shelters, where they live until they start to lay eggs. In the field, they are fed out in the open, and the water is piped to them and they drink from automatic water fountains. I was able to install this plumbing myself. The chickens don't need much care out in the field. It is growing time, and proper feeding and exercise is what they need most.

When the birds start to lay eggs, I go out at night and cage up and select the most developed birds and house them in the laying house one pen at a time. There are usually about 200 birds in a room. This selection enables you to keep the most aggressive birds separate from others who might be timid. Birds of the same temperament get along a lot better and probably will become better layers. After they are housed for about three months I cull out the birds that are not good layers. This is done at night when they are roosting, this gives you a chance to examine the birds

in the room and sell the non-layers for meat purposes. These birds are killed, dressed and sold to my egg customers. The eggs have to be gathered twice daily and I have a small egg grader that weighs them out according to size. They are then packed in dozen cartons and sold directly to the consumer. I also have a few stores that sell eggs for me. The entire production each week must be sold or taken to a local market.

I am now in the process of planning to build a new laying house 120 by 30 feet in which I am going to install a new type of laying cage. These cages will take the guess work out of culling birds. In this way I can work at full capacity at all times. This method is not only recommended for the blind poultryman, but to commercial producers as well.

Besides the poultry operation, I also do gardening, raising about an acre of vegetables for home use and market. On the remaining land, field corn is planted to be used as food for the chickens. All maintenance of the poultry houses, including painting, repairs, plumbing, etc., is done by me. This makes it possible for me to try to develop skills in many areas. My work has given me confidence to undertake any chore and responsibility as a citizen of my community. With my wife and my three children at my side, I have confidence in my future.

GROUP C

HELPING TO UNDERSTAND THE INDIVIDUAL THROUGH PSYCHOLOGICAL TESTING

Saul Freedman, Psychologist
New York Association for the Blind, New York, New York

It would be fairly safe to assume that most of you in this audience at some time have, in one form or another, been posed with the same question this writer was when asked "Where can I find out about blind people?" Were such a question directed in the search of the causes of blindness, the statistics of its prevalence, its definition, or even its problems of adjustment, references could have been purposefully made to increase the inquirer's fund of information and understanding. The very nature of the question, however, assumed that the blind are beings peculiar to themselves, with completely different values, aspirations, necessities, feelings and problems. This attitude has at times been observed to be surrounded by an aura of fear and/or pity. This attitude all too quickly, and too easily, has lumped the blind together as a single homogeneous group. You, attending this conference, no doubt are very keenly aware of this. To you, it is obvious that all individuals, blind or sighted, are *individuals* and vary in their ability and personality. The purpose of this paper is not to raise questions which will then implore and encourage others to seek their answers, but rather emphasize and reinforce the need for all workers concerned, whatever their capacity, that each interaction with a client carries the heavy responsibility of recognizing him as an individual, understanding him as such, and rendering services for his particular needs. Working toward this goal, this writer hopes to illustrate how psychological testing plays a role in this achievement.

The differences amongst those who are blind runs through the entire spectrum of personality, achievement, ability and potential, and speaks strongly for their individuality. Prior to the discussion of these differences, it may be pertinent to select the factor of intelligence to illustrate this point. This area, because of known research, is more fruitful than others for purposes of illustration. The point of intelligence testing lies in the comparison of one individual with that of I.Q.'s in general. David Wechsler, in standardizing the Wechsler Adult Intelligence Scale, stated "norms were based on groups considered representative of United States adults." The variables included were age, sex, geographic region, urban-rural residence, race, occupation, and education. The verbal portion of this test has been administered to 100 adult clients at the New York Association for the Blind, between the period of June, 1957 to May, 1958. The tests were given under similar conditions by this writer. The results offer an interesting comparison with the percentages included in each classification that Dr. Wechsler utilized. Referring to the small group of 100 clients as the sample, we find that 1 was in the mental defective range, whereas WAIS classifications, based upon a random population sample of the U. S., embody 2.2 per cent. The borderline classification included 4 in the sample, as against 6.7 per cent in the test norm. There were 11 clients in the dull normal range, which, according to Dr. Wechsler, encompases 16.1 per cent. There were 4 and 50 per cent, respectively, in the average range, 16 and 16.1 per cent in the bright normal range, 19 and 6.7 per cent in the superior range, and 6 and 2.2 per cent in the very superior range. In comparing the two groups, it was seen that the curve of the smaller sample was not as symmetrical as in the frequency dis-

tribution of Dr. Wechsler's population. The "mean" I.Q. of the smaller group was 106.5. The small size of the sample and methods of referral accounted in most part for the above differences. This example of intellectual differences, with a range in I.Q. from 68 to 137, illustrates effectively the variability which defies classification as a group.

We are all familiar with that type of scale which, upon depositing a small coin, the weight appears on a small card. If one were to find such a card upon the street, it would tell you very little of the person it measured, except his or her weight. On the basis of this evidence little can be inferred. Yet the approach of some who are in the position to render services to clients is only slightly more sophisticated in the acceptance and utilization of psychological test scores. Psychologists have good reason to be reluctant to answer a querry such as "what is the client's I.Q?," for there is so much more meaningful information which is revealed than just that of the test score—information which in many cases can add entirely new significance to the individual's functioning, not only in the test situation, but that of his functioning in the service setting and his environment in general. There are those who might feel that psychometric testing provides a rough picture of a client's intellectual attainments by comparing him with large population groups, making it possible to see what his relative position is. They feel that high and low scores are of some help in evaluating this relative position, but scores that fall between the maximal and minimal values are of no real help. While such arguments carry with them the weight of statistical validity, no one could conclude that the responses of those clients, whose scores are in this supposed void, are less purposeful. Their reactions and responses to the varied tests which should compose the battery, more so than the test scores, make up the body of knowledge and information which will contribute much to their being understood as individuals.

The tests to be discussed are standardized instruments, most of which are utilized in assisting with the formulation of vocational rehabilitation goals. The meaningfulness of responses to these individual tests can be demonstrated effectively through specific examples. An intelligence test does not measure a specific talent or trait, but rather the aspects or functions of intellectual equipment by which the individual has learned to solve his problems and make adjustments. The various subtests of the WAIS, that is Intelligence, Comprehension, Arithmetic, Digit Span, Similarities, and Vocabulary, are combined to give us this measure. A client might be expected to function consistently upon most of the six subtests; if he doesn't, the examiner is alerted to discover why. The case of Mr. G is one of many in point. Rated in the borderline range of intelligence, it appeared superficially that this individual would be very slow to profit from any but the simplest of training situations. It was known that he had not completed a fourth grade education, and that education has a decided influence upon the final result of this test. Mr. G, in relation to his general test-functioning, had done unusually well in the comprehension subtest. Thus, his fund of practical information indicated his ability to profit from the lessons of past experiences and apply them successfully to new situations. Mr. G's intellectual potential, which was rated in the average range, in this case proved most important. His subsequent success in learning on a job situation corroborated this.

One young client expressed particular interest in social work activiites with disturbed individuals. As the intelligence test progressed the many responses began to shape qualitative aspects to his personality. His haste in glossing over those items he was unsure of was noted. Despite attempts to present himself as a person competent in handling all situations, his responses indicated immaturity, insecurity, and a dependence upon others, rather than a willingness to work a problem through to its solution when it might result in failure. This fear of failure soon generated hostility and blocking. This pattern of behavior was seen throughout his functioning upon all other tests of the battery. Other workers familiar with the client were able to corroborate this behavior in relation to the services they rendered.

In his book titled APPRAISING VOCATIONAL FITNESS, Dr. Donald Super states, "The Minnesota Rate of Manipulation Test has been found to be useful primarily in connection

with semi-skilled occupations in which skill and hand movements seem, in job analyses, to be important." Tests of manual dexterity, in addition to the above, such as the Purdue Pegboard Test and the Pennsylvania Bi-manual Test, continually prove their utility in increasing the predictably of vocational success, not only in industrial settings, but in an occupation such as transcribing typing. Assuming that the difficult task of establishing adequate criteria for success is achieved, the efficiency of dexterity of each client could then be utilized. Aside from these test scores, however, there are many qualitative aspects throughout the performance for the examiner to utilize in his contributing to the greater understanding of the individual. Although subjective in his observations, there are some indications of the client's motivation, his ability to understand and retain verbal instructions, his initiative in seeking ways to improve his performance, his spatial orientation, his acceptance of and adjustment to blindness, and his effective use of residual vision, if he possesses any.

As another example, let us illustrate with the case of Mr. B, whose manual dexterities were rated as low average when compared with sighted industrial workers. The test scores did little to reflect his speed in learning new situations, his precise placement of the materials, his steady rhythmic movements, and his attention to accuracy throughout. These were factors considered in his placement.

The usefulness of these tests was demonstrated recently when a guarded Mr. F had brought into the testing situation a defensive attitude which labeled him as being "uncooperative" by workers of several agencies. According to his history, he had built an elaborate system of rationalizations to explain his many personal, educational and vocational failures. Mr. F suddenly found himself enjoying much success with the several manual dexterity tests administered. As a direct result of this experience, he became much more cooperative, communicative, and receptive to counseling. In almost every test situation, manual dexterity tests have contributed some information toward the understanding of the client as an individual.

The Lighthouse Clerical Aptitude Test Battery is administered to all clients expressing an interest in or showing a potential for clerical activities. Qualitative aspects, although not measurable, are often clearly demonstrated through its five subtests of Filing, Spelling, Arithmetic, Grammar, and Verbal Memory. When administered to those able to read Braille, the Filing Test offers the opportunity to show how the individual approaches the task. In addition to skill, there becomes operative the initiative, or lack of it, of arranging the work-task systematically. Those who are most adept in this area are also skilled in organizing their work habits. The confidence with which clients respond to items of the other subtests usually is correlated with their skill. Tension can almost be measured through the Verbal Memory Subtest, allowing, therefore, more insight into the individual's potential ability, as well as his measured performance.

Few psychologists or counselors today are satisfied to make arbitrary predictions on the basis of individual interests alone. Recommending a vocational goal to a client is a highly individualized process in which temperment, previous experiences, ability and skills must be considered. In the administration of an Interest Inventory, a profile evolves which describes the individual's preferences. Low interest areas are important to consider as well, for the individual might dislike work involving that activity. The item analysis of interest profile can give valuable clues regarding personality. In the case of Mr. F, mentioned previously, it was seen that he consistently chose those activities where he could impose his own individuality upon his work, perhaps out of fear of losing status if he were regarded to be like others. He disliked routine or stereotyped activities, but responded eagerly to artistic tasks where originality was essential. Concentration in any one field, where one has developed a degree of competence, may be an attempt to withdraw from fields where one cannot be sure of superiority. This concentration might be said to be symptomatic of a need to over-develop that aspect of satisfaction. In so interpreting the interest tests, one is attempting to determine the personality founded on the selection, and concentration, of interests.

Finally, in helping to understand the client as an individual, the Sentence Completion Test

adapted at the New York Association for the Blind has proved most fruitful. As the name indicates, this is a test whereby the individual is presented with a group of words or incomplete sentences to be completed by the client in one or more words. Like the Word Association Test, the client is asked to respond with the first thought that occurs to him in order to express his real feeling. Resistance to, or blocking with, any particular types of items are noted. The content of the test is directed toward learning about the individual's needs, fears, environmental forces, goals, and adjustment to blindness. Here too, as in many of the previous analyses, much of the interpretation is based upon the insight of the examiner.

Through this paper the writer has hoped to reemphasize the importance of understanding each client as an individual. Specific illustrations have been presented with the thought of making clearer the role and effectiveness of psychological testing in the attainment of this goal. The work of the psychologist is made much more effective through the efforts of other workers such as vocational counselors, social workers, medical workers, training instructors, home teachers, and all others who have contact with the clients. The information obtained, and observations made, by these skilled workers are as an invaluable aid to the psychologist as his findings can be to them. It is through the cooperation of all workers that the knowledge of each can be supplemented, for the primary purpose of rendering more effective service to each individual client.

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PROVISIONS OF THE SOCIAL SECURITY LAW PERTAINING TO BLIND PERSONS; A Summary

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1. *What disability program covers today:*

A. *Disability Freeze*—(1954 Amendments)—A way of protecting a disabled person's social security earnings account. That period when he is unable to work because of his disability will not count against him when figuring benefits, either at his retirement or death. This provision applies to workers of any age.

B. *Disability Insurance Benefits*—(1956 Amendments)—Between age 50-65 to the qualified, disabled, insured person.

C. *Disabled Adult Child*—1956 Amendments)—Designed for dependent children who became totally disabled before age 18. It makes possible the payment of monthly benefits after 18 if the present disability began before age 18. A person disabled in childhood does not need a record of work under Social Security. Must be dependent upon a parent entitled to Old-Age benefits or must have been dependent on a parent who died after 1939 and was insured.

2. *Medical Requirements for disability*

A. Must have a medically determinable condition, mental or physical, so serious that he cannot do any substantial gainful work. (He is responsible for obtaining the necessary medical evidence. This evidence along with other information on his employability, work experience, education and training is sent to an agency of his State under an agreement

between the State and Federal government. A team of highly trained people in this State agency considers all of the facts and makes a decision. This decision is reviewed by the Social Security Administration.)

B. Must be disabled at least six months. Temporary illnesses do not qualify.

3. *To qualify for the Freeze or Disability Insurance Benefits a worker must—*

A. Have Social Security credit for 5 out of 10 years before the beginning of the disability.

B. One-and-a-half years of this work must have been in the three years just before he became disabled.

Changes made by the Social Security Amendments of 1958—To be eligible for disability benefits age 50, or to have their Social Security records frozen, disabled workers have until now needed to meet two work requirements (in addition to being too disabled to engage in any substantial gainful activity):

(1) They must have worked under Social Security for at least 5 out of the 10 years before becoming disabled; and (2) at least a year and a half of their work under Social Security must have been during the 3 years before they became disabled for work. The second work requirement has been removed with the 1958 Amendments.

If you could not qualify under the Social Security disability provisions earlier because you did not meet this work requirement, and if you are still unable to work, you should contact your Social Security Office immediately about filing an application.

4. *Benefits Amount*—Same as of retirement, except no payments for dependents until disabled person reaches retirement age.

Changes made by the Social Security Amendments of 1958—If you are receiving disability insurance benefits as a disabled worker aged 50 to 65, monthly payments beginning for the month of September 1958 can go to:

Your children under age 18.

Your disabled son or daughter 18 years of age or older, if the disability began before his or her 18th birthday.

Your wife aged 62 or older (or your dependent husband, aged 65 or older).

Your wife under age 62 if she has in her care a child under 18 (or a disabled child 18 or over) who is eligible for benefits.

If you have dependents who may be eligible for these new benefits get in touch with your Social Security office promptly. Payments cannot start until an application is filed.

5. The fact that a person may be receiving disability payments for total disability from another government agency, from a private insurance company, or under a company disability retirement system, does not necessarily mean that he will be considered disabled under Social Security. If he is receiving disability payments under another Federal program (other than Veteran's Administration for service-connected disability) or under a State or Federal Workmen's Compensation program, the amount of his Social Security Disability Insurance Benefits will be reduced by the amount of that other benefit.

Change made by the Social Security Amendments of 1958—Beginning with payments for the month of August, 1958, disabled people may be paid their full Social Security disability benefits, even if they also get State Workmen's Compensation benefits or some type of disability payments from the Federal government. Until the 1958 amendments, Social Security disability benefits were reduced by the amount of such other payments.

If your Social Security disability benefits have been reduced or completely offset because you get another type of disability payment, you will automatically begin to get your full Social Security benefits starting with the check for the month of August, 1958.

If you are disabled, but have not applied for Social Security disability benefits because these benefits would be completely offset against other payments you are receiving, you should apply promptly to your Social Security Office.

6. Applicant for Freeze, Disability Insurance Benefits or Disabled Child's Benefits is referred to the State Vocational Rehabilitation agency. They may be able to provide rehabilitation services. Refusal without good cause to accept rehabilitation services offered will stop payments.

7. *Special provision for the totally blind who are able to work*—They can have the Social Security record frozen. However, for a totally blind person to receive monthly disability insurance benefits it must be shown that he is unable to work because of his loss of eyesight.

8. *Other Changes Brought about by the Social Security Amendments of 1958*—

Proof of Support Not Required for Disabled Children Age 18 or Over—To be eligible for benefits, a disabled child age 18 or over has until now had to show that he was receiving at least one-half of his support from the parent upon whose Social Security record his benefit would be based.

Under the 1958 amendments, this proof of support will no longer be required. The disabled son or daughter of a worker who is receiving Social Security retirement benefits, or of a worker who died, will be considered dependent on his parents under the same rules followed in the case of children under 18 years of age.

If you have a disabled son or daughter 18 years of age or older who has not been able to qualify for Social Security benefits because he or she was not dependent under the law as it has stood until now, visit, write or phone your Social Security Office soon to file an application so that payments may be started. If you or the child make a personal visit to your Social Security Office, bring with you any papers you may have regarding any previous claim or inquiry.

If a mother has in her care a son or daughter who is entitled to disabled child's benefits, she may also qualify for benefits, regardless of her age.

Back Payment of Disability Insurance Benefits—Under the 1958 Amendments to the law, disability insurance benefits may now be paid as far as 12 months back, but in no case for any month before July 1957. The disabled worker must, of course, have met the requirements for eligibility in all the months for which back payments are made. One of these requirements is that he (or she) must have been disabled for at least 6 months; no benefit payment can in any case be made before the seventh month of a worker's disability.

If you applied for disability insurance benefits after December, 1957, and are eligible for benefits, you need not apply again. Your back benefits will be paid to you automatically.

Extension of the Deadline for Filing Fully Retroactive "Disability Freeze" Applications—The 1958 amendments give workers with long-standing disabilities until June 30, 1961 to apply to have their Social Security records frozen as of the time they actually became disabled.

Under the old law, where an application was filed after June 30, 1958, the worker's disability could for Social Security purposes be considered to have begun no earlier than one year before the date of his application.

Benefit Payments Increased—If you are already getting Social Security disability benefits, your payments will be increased. The increase will be about 7 per cent (some may get slightly more, some slightly less); and it will be added to the January check which will be mailed to you early in February. You do not need to apply for this increase.

HOME TEACHING IN CANADA

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The history of the home teaching service in Canada resembles the history of our country itself: a relatively recent birth; a struggle against great geographic distances and space, scattered population; crowned by a measure of recognition and success in the last few years.

Home teaching first appeared in Canada in 1905 when the Principal of the Halifax, Nova Scotia School for the Blind sent his senior students out to teach in the homes of the newly blinded. The home teaching idea was adopted by the Canadian National Institute for the Blind soon after its formation in 1918. As you know, services for the blind in Canada are administered by a national organization which is divided geographically into seven autonomous divisions. These are subdivided into districts the size of which is determined by their population. As CNIB is a voluntary private organization, an advisory board consisting of prominent local citizens acts as liaison to the public which supports us. There is usually a women's auxiliary attached to this board. The field secretary (a blind man responsible to the central office in his division) is the administrative head, the fund-raiser and the caseworker in his area. The home teacher assigned to his district works closely with him; however, she is directly responsible to her divisional supervisor.

Until very lately, our home teacher's life was a saga of pioneering adventure. These blind women, chosen for their dedication to service and their skill in crafts, fought against difficult conditions of isolation, inadequate materials and little supervision. In urban areas, the girls at least had the use of public conveyances and sometimes guides to help them from one home visit to another. But in our country, which was until World War II predominantly rural, most of the pupils lived in remote farming communities. These had to be reached by any transportation available—no matter how unbecoming to the instructor's dignity. For the two or three weeks allotted to the student, the accommodation usually consisted of rather intimate living with his family, and often provided a too intimate acquaintance with various species of little creatures which shared his house. Whenever I feel my teaching facilities are inadequate, I have a chat with a friend who has been in our work almost thirty years. She tells me of how, to enter the field, she had to defy her mother and the unwritten law of social pressure which stated that young ladies without sight were forbidden to work, especially alone, under questionable conditions. She reminisces about uncomfortable living arrangements, surrounded by a hostile family, with a pupil who could not possibly absorb the intensive instruction. My grumbling has changed to gratitude by the time we have traced together the gradual development of our profession.

From the beginning, the CNIB gave craft courses to recruits every year or so, as well as providing refresher courses to practising teachers. In 1947 the first attempt was made to present a course which would qualify its graduates for AAWB certification. Since 1952 the training program has received financial assistance under a government rehabilitation scheme. Today our national headquarters in Toronto offers a ten-month training period. The academic subjects, presented by university personnel, account for 365 class-room hours and include social casework and group work; Canadian welfare legislation and CNIB policy and organization; general medicine and the structure and pathology of the eye; general and educational psychology; leadership, public-speaking and public relations; report writing and penmanship. Crafts, skills, household arts and cane technique are taught by members of our own staff. The last two months of training are spent in the field working under the supervision of a senior teacher.

How are the candidates chosen for this course? Applicants must be accepted by the training course committee, a body of about ten department heads and divisional superintendents. The prospective teacher must have a high school diploma, an aptitude for crafts, and teaching ability. She must have a real desire to help others and enough understanding of herself that she can do so. Her degree of maturity rather than her age is considered. Today we have 45 home teachers in Canada, over half of whom hold AAWB Class I Certificates. Three Canadians are certified Class II teachers. All but one of our staff have visual defects. We are still of the opinion that a blind worker can more quickly establish rapport with the blind client. However, we are careful to recognize the threat an efficient, cheerful, sightless individual can be to the newly-blinded person who is immobilized through trauma. We are also willing to admit that a trained and capable sighted instructor is superior to an inadequate blind person or to no teacher at all. As in your country, home teaching in Canada was a traditionally female profession. We are now employing two men. We see a real need for men in our field—as people who can readily establish a meaningful, man-to-man relationship with male clients; as instructors in heavy work (willow-weaving, carpentry, household repairs), and as more suitable travellers for the frontier country which has not yet been fully serviced. No doubt more men could be attracted to home teaching if it were not publicized as "women's work" and if the salaries were more in line with the obligations of a family head. Our salaries, although still not equivalent to those of teachers or social workers, have been vastly improved in recent years. In some provinces driver-guides are now provided. These women who use their own cars are paid a mileage rate and a guiding fee. Thus the teacher is enabled to give a much fuller coverage and can conserve her energy for her teaching assignments.

What does the Canadian home teacher do? She teaches four or five lessons of about an hour's duration Monday through Friday. Each pupil receives instruction at least every two weeks. The subjects taught are probably those you teach: Braille and Moon reading, typing, a variety of crafts, household arts and a little cane travel. Our objects are to give the client manual dexterity and to restore his faith in himself as a human being with potential, even though that potential is now limited and often must be rechanneled. The regular weekly contact provides a good opportunity for the growth of a casework relationship. As a matter of course, then, we are constantly interpreting agency services, welfare benefits, etc., to our pupil and helping him to work through his feeling towards his blindness and his relationships with his family and community.

In the early days, the teacher was a "jack-of-all-trades," but the picture has changed as specialized personnel has been added to many of our divisional programs. For example, in many places recreational activities are now in the hands of trained group workers; sales of work are often run by women's auxiliaries; and so on. Every teacher acts as an advisory person in many instances and she is still called upon to do a great deal of public speaking and to give radio and television interviews. Since 1948 the CNIB has erected 18 service centers across Canada. The well-equipped teaching rooms in these buildings lend themselves to group teaching, which is time-saving and which can be of positive social value to the student who has worked through his basic problems of adjustment. In the fiscal year ending March 31, 1958, 1,758 sightless Canadians took advantage of our home teaching service.

The Canadian teacher's feeling of isolation has been offset by another important event of 1947. The trainees of that first standardized course conceived the idea of an organization of our workers. The resultant group, the Canadian Association of Home Teachers, holds executive meetings twice yearly and a general meeting every two years. Unity is assured by a quarterly bulletin, "Our Rendezvous," whose name was chosen to remind us of our rich bilingual heritage.

Preparing this paper has afforded me an objective glimpse of the Canadian home-teaching program which comes seldom to people submerged in daily routine. I am proud of the point we have reached in coverage and standards of service, but I am concerned that we find so little time to consider

our long-term goals. There are many questions we should face squarely: Are many of the crafts we teach archaic? Would research reveal that we could replace them with more useful skills? Do we endeavor to relate the pupil's course of study to his past experience, or do we force him into the ancient sterotype of a blind man? Are we working closely enough with other staff members and community resources to forward the client's total rehabilitation?

Do you recall the episode in "Through the Looking Glass" when Alice and the Red Queen ran exhaustingly fast for a very long time? When they finally stopped for breath, "Alice looked round her in great surprise. 'Why, I do believe we've been under this tree the whole time! Everything's just as it was!' 'Of course, it is,' said the Queen. 'What would you have it?' 'Well, in our country,' said Alice still panting a little, 'you'd generally get to somewhere else—if you ran very fast for a long time as we've been doing.' 'A slow sort of country!' said the Queen. 'Now here, you see, it takes all the running you can do, to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that!' " In Canada, we are just beginning to examine the landscape and climate of the home-teaching profession to make certain we are not in the country of the Red Queen.

GROUP D

CHANGING ATTITUDES TOWARD BLIND PEOPLE — FROM THE VIEWPOINT OF A SOCIOLOGIST

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I

The basic American orientations toward the blind comprise a *melange* of ancient and modern elements. For a long time the blind in Middle-eastern and European cities were institutionalized as the official or quasi-official mendicants. In early rural America, however, they were incorporated into and protected by the large self-sufficient family system. In more recent times, urbanization and industrialization of the rural population affected the blind adversely, removing the protective cloak of the large family and accentuating their dependency. With the passage of time, a series of functional accomodations to the blind were distilled from this experience and crystallized into a relatively stable tradition.

Several years ago an attempt was made to capture and formulate a description of the traditional orientations. It was observed that "from the social definitions prevalent in our society, it is possible to piece together three fairly consistent cultural constructs of the blind. Let us call them the 'blind beggar,' the 'blind genius,' and the superstition of sensory compensation. . . ."[1] The blind beggar was seen as a generalizing concept while the blind genius constituted a particularizing deviation from this concept. "That is, whereas the 'blind beggar' pattern is a construct into which all blind persons are fitted automatically in order to facilitate and implement reaction to them, the 'blind genius' type singles the person out for special consideration."[2] The third wide-spread orientation is the notion of sensory compensation, "that is, that loss of vision is organically compensated by increased acuteness of the other major senses. Blind persons are thought to have greater powers of hearing, touch, and smell than people with normal vision."[3]

Alan Gowman has extended the analysis to demonstrate the situation of the blind in the general social structure. Cultural sterotypes issue into patterns of valuation and normative interaction with decisive implications for status and role allocations. Thus the "sterotypes, woven into the fabric of society and built into the individual throughout the socialization process, have functionally positive as well as negative implications, in that they define modal or normative ways of reacting."[4] Gowman elaborates this view of the matter.

> Viewed in the context of the larger social system, the blind may be seen as members of a differentiated group, a labeled segment of society having a marginal position. The social norms and value patterns which usually regulate one's own behavior and offer a framework for the evaluation of others are not applied when a blind individual is under discussion. The inferiority-superiority yardstick ordinarily used has little applicability, since the blind are generally thought to fall outside this continuum. Differ-

> entiation results in a wholly new scale on which evaluation can occur without reference to the evaluator's own position. Separation of the blind is effectively established through the application of new normative standards and the expectations which are linked to them. . . .
>
> . . . Implications for status arise to the extent that the blind are set apart from accustomed reference groups. Their failures, for instance, receive an exaggerated sympathy, while their achievements are frequently viewed with amazement.[5]

The initial marginal status of the blind seldom distinguishes among individuals and denotes both exclusion and inferiority. Constriction of employment and occupational opportunities is decisive, for the job is the cornerstone of the individual's family, recreational, community, and other social statuses. Correlatively, therefore, the blind are confined to a limited gallaxy of social roles in which idleness, begging, and marginal jobs are typical. Status ascription and role allocation are implemented by a normative etiquette in which special privilege, total exclusion, social mediation, pity, and the like are characteristic patterns.

II

The task to which we now turn is the attempt to identify and characterize some of the forces and conditions that have influenced and are still influencing traditional attitudes toward the blind. The foregoing model is manifestly oversimplified. Space limitations necessitate the omission of many important details and deviations. By virtue of the very nature of the society, moreover, this fabric of social relations is in process of continuous change. Obviously also, all the forces and conditions making for change cannot be ascertained and analyzed. At least five are of enough significance to explore briefly.

First, the experience of widespread need during the Great Depression, the experiments with mass economic relief, and the research that preceded and undergirded the Social Security Act eventuated in a redefinition of the dependency status of the blind. Public policy had already begun to recognize that exclusion of the blind from the industrial labor market constituted the main source of their dependency.[6] But this point of view was neither universal nor supported by any clear approach to the consequent problem.

In the Social Security Act, however, the source of dependency of the blind was publicly and officially defined as a functional consequence of urban industrial society. In this respect the blind were equated in dependency with the very young, the old and the unemployed. Such an interpretation had at least two decisive consequences upon the dependency status of the blind. On the one hand, public responsibility for support of all categories of urban-industrial dependents, the blind included, became official business of the national Government. This was new and elevating recognition for the blind. The implications of personal guilt, individual responsibility, or divine disfavor were replaced by an impersonal concept of societal causation and collective obligation.

On the other hand, the blind were structured into the social order as an official dependency category. The historically ambiguous status of the group was thus clarified. They were equilibrated to other non-injured dependency categories. Moreover, the blind were retrieved from traditional and extreme degradation by the establishment of a platform of minimum economic security.

Second, total labor mobilization and utilization during World War II led to some further examination and modification of the status of the traditional dependency categories. In the search for new sources of manpower, the old and the physically disabled, the blind included, were reevaluated in terms of their existing productive capabilities. In this service a series of significant agencies, programs, and approaches were developed or refined.

Under the pressure and enthusiasm of the national emergency, employers were induced to relax their hitherto relatively inflexible opposition to disabled workers. Job analyses and manpower studies sought to discover the employable superannuated and disabled workers and to fit them into the jobs that they could perform successfully. Training programs readied inexperienced disabled individuals for work in defense industries. In 1943 the Congress broadened the vocational rehabilitation program, making available Fed-

eral grants to provide medical, surgical, and hospital services to restore disabled individuals to employability.

For the first time in national history, under the impact of this extraordinary combination of circumstances, numbers of blind persons were included in the labor market, the occupational system, and the general economy. At the same time, the blind tended to be merged in general thought with the great reservoir of the physically disabled. The hitherto undifferentiated mass of dependent blind was recognized, grudgingly to be sure, to include individuals who by reason of employability, conform to the socially normal more than they deviate.

Third, the War itself, and demobilization of the Armed Forces following the War, exerted a further influence upon popular attitudes toward the blind. Many observers have noted the groundswell of enthusiasm and gratitude that was displayed toward the men who were disabled while defending their homeland. One major and official expression of this response is the enormously expanded programs of rehabilitation and service under the Veterans Administration and other public agencies. Two other aspects of this public reaction, however, may have even greater significance for changing social attitudes.

Almost everywhere there was a great outpouring of sympathy for the disabled GI. Often the feeling was ineptly expressed and almost as often harshly rejected. But millions of Americans had an effective personal experience with physical disability, blindness included. The war blind were vigorous young men who had not yet been reduced and relegated to the traditional sterotypes of dependency and futility. Families and friends remembered them as they had been just a short time before, but interacted with them as the war had made them. For many people blindness was an arresting, even a traumatic experience. Indifference, pity, fear, hostility, and the other primary and unrationalized responses were doubtless affected and modified by such experiences.

The War also produced a considerable number of actively oriented blind men who have exerted a significant impact upon traditional attitudes. These men were abruptly blinded in the prime of youth. Committed by early socialization and schooled by rehabilitation to an active social role, they exhibited a trained incapacity to play out the passively stereotyped model of blindness. Strains developed at many points in the interactive fabric. Resistance is further symbolized and implimented by self-conscious organization of the actively oriented blind. One frequently noted consequence of this situation was frustration and maladjustment of the recalcitrant individuals. Of even greater importance in terms of the present analysis, however, is the fact that normative elements of the stereotypical model itself tended to give and alter under the impact. In some measure the interactive fabric of attitudes, cultural norms, and social expectations has varied in accomodation to the actions and commitments of this new and significant segment of the blind population.

Fourth, the programs and approaches of both public and private agencies continue to exert an influence for change upon traditional attitudes toward the blind. It is neither possible nor necessary to review all such developments at this point. A few typical illustrations may serve to remind us of the scope and significance of this effort. The Federal and State manpower agencies both during and since World War II have emphasized utilization of handicapped workers. The Veterans Administration and the Federal-State rehabilitation services have added a focus on restoring potentially useful persons to the status of employability. State commissions for the blind and all the private agencies, both national and local, have not only supported these programs, but have also carried the ball along the public relations front.

Within the perspective of the present analysis, the public relations offensive is the crucial element of all such programs. Increasingly every familiar channel of mass, group, and individual communication is utilized. This kind of activity constitutes a direct and informed attack upon the traditional attitudes toward the blind. The aim seems to be to soften and dissolve the crystallized stereotypes and to fashion differentiated images in more realistic conformity to empirically observed characteristics of the blind population. The normative correlative of this approach is the modification of self—and others—oriented expectancies to permit engaging blind indi-

viduals more fully and normally in the ebb and flow of ordinary social life.

Finally, change in popular attitudes toward the blind seems to issue in part from the growth of a new social consciousness. As such, the modifications of this sector of the social heritage comprises one consequence of broad changes in many other sectors of the social order and economy. Mary E. Switzer has captured and expressed the sense of the new social consciousness in the following manner.

> . . . there is developing steadily a national awareness of disability and the moral obligations we all have to use modern resources to combat it. Rehabilitation, as a vehicle for moving against this national and international problem, often has appealed to civic-minded and responsible people for different reasons —sometimes as a social right, sometimes as a matter of economic necessity, sometimes as an important measure in conserving human resources. There are sound and practical reasons, centering upon problems which all of us must consider daily. Yet behind them is the less tangible, more powerful surge of our conscience which tells us that this is work which builds and ennobles peole—work in which our finest ideals may be realized in the rich and moving experience of advancing humanity one step further.[7]

III

We need now to undertake to assess more directly the character of the changes of traditional attitudes toward the blind that have issued and still arise from events and circumstances like those sketched above. One is tempted to wax enthusiastic or grow pessimistic. Extreme caution, however, is dictated by the virtual absence of empirical data upon which to base precise measurements or exact judgments. Perhaps the most that can be essayed within reason is the formulation of some informed inferences regarding the directions of change. No measurement, nor indeed any reliable estimate of either the extent or rate of change, is possible.

Viewed in broad perspective, change appears as a tendency to melt down ad remold the traditional stereotypes of the blind. The popular image of the blind as an undifferentiated mass of "beggars" no longer seems to fit all the objective experience of people. Nor are the activities of a few reasonably successful blind individuals satisfactorily explained by the evidence of genius. Science and mass communication have seriously undermined former confidence in the notion of sensory compensation. Too many people have had too many personal experiences with too many blind persons that just cannot be explained or interpreted by the traditional conceptions or formulae.

People are slowly recognizing some valid distinctions within the hitherto undifferentiated category of the blind. Employers, personnel officials, plant and shop foremen, sighted workers, and many other people are having actual experiences with blind individuals in a growing variety of productive work situations. Inescapably, such persons come to recognize that some blind individuals are employable, and hence to be dissociated from the mass of useless dependents. In other words, such experiences and observations tend to question one's preconceptions about blind people and thus lead him to regard each newly encountered blind person with the suspicion that this may turn out to be another exception to the rule.

Many blind workers extend the "normal" or "quasi-normal" participation on the job into other significant areas of social life. Many seeing individuals thus enter into a variety of social experiences in which attention is directed away from blindness to matters of common interest. Blind persons function in the warp and woof of social life as family heads, home owners, voters, taxpayers, and so on. They act as full-fledged members of neighborhoods, school districts, parent-teacher associations, community organizations, and the like. Some enter politics, engage in civic and business affairs, and in other ways join fully into the significant life of the community.

Such dynamic social experiences tend to demonstrate that blind persons are not all alike by virtue of their disability. Sighted individuals have opportunities to perceive the significant limits of the physical disability. Attention is also directed to the variations of traits of personality which can be observed to have less relationship in the physical disabili-

ty than was formerly believed. It may then become logically and emotionally admissible that all blind people are not alike and that some at least can be accepted and engaged in social life on quite ordinary and satisfying terms.

A further change in popular attitudes toward the blind is revealed in the appearance of impersonalness or objectivity. This tendency is manifested in the trend toward severing or attenuating the ancient giver-beggar relationship when regarding the blind as a social category. It is also revealed as one dimension of the growing capacity to make valid distinctions among members of the blind population. In another sense, it is the popular counterpart of the professionalism for which we have so long worked and hoped. The emergence of impersonalness in attitudes toward the blind reflect a subtle change, as if a veil through which the blind had heretofore been seen as an undifferentiated mass of pitiable or shameful humanity had been lifted, exposing them directly to the public view in all their full-bodied diversity and individuality.

Within the Social Security system the blind became an assistance category, not a series of individual beggars. Vigorous public and private agencies trumpet in clarion tones of progress of rehabilitation, service, and assistance. There grows apace a capacity to envisage the blind as a class of clients, or category of subjects for treatment, services, or rehabilitation. The professionalism that characterizes organized service now seeps slowly into public consciousness and popular attitudes.

Again, thanks to the spread of mass communication, the American people become better informed about the blind than formerly. Wider acquaintance with the blind, as noted above, has issued in part from increased contacts in industries and community activities. At the same time, many organizations, both private and public, carry forward aggressive and skillful programs of public relations. As a consequence, the facts and arguments about and on behalf of the blind tend to reach a steadily growing number of individuals.

The mass media are making a substantial contribution to educating the public about the blind. Blindness and the blind are becoming increasingly respectable and appropriate as subjects for the mass media, namely, radio, television, and the popular magazines. For example, a casual examination of the recent issues of some popular magazines disclosed a rather astonishing number of judicious and informed articles about blindness and the blind.

What is perhaps even more striking and significant is the fact that the content of mass communication about the blind tends to be reasonably factual, objective, and constructive. Generally the blind are presented as potentially useful members of the community and society, and arguments are advanced for reacting positively and realistically to such persons.

Finally also, there seems to be a notable improvement in both the quantity and quality of research on blindness and the blind. The literature reveals more empirical studies. Such investigations tend to supersede the impressionistic and insightful material that was formerly so popular.

Recent research has naturally devoted much attention to problems of rehabilitation and employment. This is well, for the public relations leaders now have ready to hand a significant and growing body of empirical data with which to work. Meanwhile, we are now having more theoretically and methodologically fundamental studies of the blind within the areas of sociology and psychology. The blind are conceptualized as living and functioning within on-going social and economic systems. This kind of research is needed to undergird both the practical investigations of rehabilitation and employment, and to feed and support the programs of public relations.

In conclusion, the evidence leaves little doubt that popular attitudes toward the blind are changing. It is virtually impossible to assay the rate or extent of change with any degree of exactness. Perhaps the most we dare conclude is that the changes noted comprise no more than a few random and inchoate tendencies, a bright spot the size of a man's hand against the dark horizon of ancient and foreboding prejudicies. Yet even such incipient tendencies may be enough to reassure us that change in the traditional attitudes toward the blind is indeed possible and that some, at least, of the instruments of that change are now at hand.

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CHANGING ATTITUDES TOWARDS BLINDNESS — FROM THE POINT OF VIEW OF 20/20

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My original assignment was to present the view of a person with 20/20. Happily, the program lists my slant as that of a person with the viewpoint of 20/200. I shall do my best to cover both in the next ten minutes.

It was quite by accident that I recently read Hidden Persuaders, a book about how to sell products and ideas. I hope it will be put on Talking Book for it has much to teach us on the subject before us. There is a great deal about research in depth, finding out what the general public thinks but also what it feels at an unconscious level about a product — in our case it would be blindness. I am not aware of any such research in our field. Our generalizations have not been validated. We know that most people say they would rather be dead than blind, but we don't know the basic roots of the feeling. We know that most people assume a world of gloom and darkness, a misconception to which we, both workers and blind alike, have contributed our fair share. Some blind people have felt that most sighted people assume blindness is largely due to venereal disease. Where do these rather superficial notions originate? If we know this, then we can set about changing the image.

We all here tonight say we know that blindness is not darkness. We are all perfectly aware of the proper definition of blindness. We know that blindness is a severe visual impairment ranging from pretty useable sight down to no physical sight whatever. And yet, what is our own basic image? We ourselves tend to forget that most blind people retain some residual vision. Indeed, there are some who would argue for separating the blind population into groups, those who see little or nothing and those with usable residual vision. Do this and the blind would become an all but vanished minority. Try to do it and there will be new problems. The Blind Bowler's Congress in the interest of matching teams has ruled that a certain number of totally blind persons should bowl on each team. What total blindness is is still not complete absence of light perception. That proved impractical. So the degree of residual vision permitted under the term total blindness had to be stepped up a bit. In one case a father, who had been classed as total, offered to play on

his daughter's team, she being classed as partial, so that the team could play and yet the two, as nearly as either could judge had about the same exact degree of vision.

So subjective are the elements involved that no objective evaluation makes complete sense. The eyes are only a part of the data-collecting agencies of the human organism, and the total data alone makes sense. One person will do remarkably well with virtually no sight where another will flounder helplessly with far more.

There are forces at work to make the general public aware of the truth that most blind people see something. The Foundation's radio series "20/200" is one. The spreading interest in visual rehabilitation through optical aids is another—the growth of clinics, the newspaper, magazine and broadcast news about these clinics. When this began to look like a trend, I sought to find how totally blind persons felt it might affect their future (and by totally blind I meant those with no light perception whatever). I had been aware of a certain undercurrent of resentment on the part of some of these against those with partial sight. Sometimes this has been overtly expressed. As — "They get all the gravy of blindness plus most of the benefits of sight." Curiously, I don't recall any in my own questioning who felt they would lose by having the correct meaning of the word blind as we define it more generally understood. As one man put it, "No matter what the effect, it can't be any worse than it is now."

At the same time, the current of resentment among the partially blind is being resolved by these same forces. It wasn't long ago that the complaint was common: "Agencies treat us all as if we could see nothing. Everything is geared to total blindness, and no one wants to take into consideration or try to help the bit of sight we retain." This attitude is no longer justified, nor is it too often encountered any more.

Consider what happens to the man on the street when he realizes how many blind people have some degree of vision. The first question in his mind, when he sees a blind man is, "I wonder how much he sees." If he wears glasses, he may now know that a blind man, wearing glasses, may see every whit as much as he does without his own. Remember the old *New Yorker* cartoon (they let me have an enlargement once for an exhibit). A gentleman on the beach was tipping his hat to a large stone, saying, "Pardon me, madam, but did you notice a pair of glasses lying about?"

At once the mystery and dread slough off. The baleful world of blackness loses its meaning. The categorical difference is wiped out. Naturally, there will still be the totally blind, but the very nature of the campaign tends to spread understanding. Last week, for example, six eye specialists visited our exhibit in Columbia, South Carolina, and, not only did they see optical aids, they saw raised-line drawing-boards, slide rules, clinical thermometers, and so on, all useable by the totally blind fraction of our population.

The campaign need not, either, deny the existence of total blindness. At a press conference once, we turned off the sound and let the newsmen watch the picture. They got very little from it. We then turned off the picture and let them see how little was lost when the sound was heard. The very range of permissible vision under our definition can help us eliminate the blindness pigeon hole. There have been plenty of times when I have asked a visitor how much he sees only to be told, "As much as possible with a pair of plastic eyes." At other times I assume someone is totally blind only to find him chortle with glee on picking up a fairly weak magnifying device.

It is my contention, then, that we have in our 20/200 and downward one of the very best means for changing the image blindness creates in the mind of the sighted world. A group we must argue with (persuade, perhaps, would be better) is the safety and sight conservation people whose objectives we support, much as we may occasionally deplore their methods. Take a leaflet we were able to have suppressed at a state fair. Its cover was black with a white cane and white words, "I saw a blind man today." Everything we hate was spread out in that leaflet, and it was all false. Moreover, I have been told repeatedly that such material does not encourage safety. It's too unreal to seem likely to happen to the reader. There is no need to run down blind people to accomplish the desired goals.

Far better to do what some factories have

been doing. Over machines where goggles should be worn, a sign reads: "Operators of this machine must wear safety glasses, unless already blind." Or the safety inspector comes across a worker at such a machine with the goggles hanging from the hook above the machine. He pulls something furtively from a pocket and looks at it from time to time meanwhile, staring at the worker till he, the worker, insists on knowing what's so interesting. "Oh, it's nothing," says the inspector, "I'm from the insurance company. It wouldn't cost much. I think one of these would fit just about right," holding out an artificial eye.

Now from the point of view of 20/20:

There was once a vast advertising campaign extolling the matchless, fresh, fruity aroma of a certain gelatin. So far as I had noticed, all the gelatins that had been prepared in our house had a pleasant, fruity aroma. Then one day I was visiting friends who happened to be preparing some of the particular brand the advertising campaign was lauding. I asked to smell it and was taken aback to discover it smelled like unadulterated cow hoof. The brand did not last long. Far better to have changed the smell than to spend money trying to hypnotize the public. The product has to match the claims.

I am convinced that, as far as most people are concerned, the avoidance of blind people, the tenseness and the clumsiness does not spring from a fear of castration as some have guessed, or of venereal disease, or of contagion, but rather from a simple, normal fear of doing or saying the wrong thing. And I must say that too many of our do's and don'ts are calculated to exaggerate these fears. I saw one list in which there was not a single "do."

I am convinced that no campaign, none of all the things we can bring to bear through public relations will do a bit of good until we have a product that can meet our claims. In the long run the public will be set at ease only by the performance of blind peoples. All too often blind people who meet the public are not doing what needs to be done to match up to our claims.

A growing number of blind people know this and are pleading for schools and agencies to help in developing social and behavioral skills to enable them to match up. Blind people in groups of blind people must find ways of raising the social and behavioral standards of their more backward members. This will go on to a point where the general public itself will help bring pressures. At this particular stage, there are parts of the public (and I suppose parts of our own field) which expect a blind person to be a genius or a dope. As acceptance becomes more mutual, we can look forward to the day when a blind man need be neither, but just himself, but with the ability, which we all need, to put others at their ease; with the ability, which we all need, to comport ourselves in such ways as not to be unseemly.

In the meanwhile, there will be sighted people with no understanding, no empathy whatever. There will be others who are clumsy.

A motorist was driving through sparsely populated country in the early hours of the morning when his gas supply gave out and his car stopped. He remembered passing a farmhouse about a mile back so he took his gas can and started back. "Gosh, it's late. Wonder what kind of farmer he is. Wake him this hour of night, he'll be mad. He'll probably stick his head out an upstair window and bellow at me. I've heard of some of these fellows throwing pails of water or worse on people. He may order me off his place, could even shoot at me. Wonder what he'd charge for a gallon or so. I'm stuck, suppose he wants $.50 a gallon, a dollar. He'll probably think I'm a city slicker. He might even charge $10.00." By this time he reached the farm. He knocked. The farmer raised a window upstairs, stuck out his head and said mildly, "Yes?"

"Oh keep your stinking gas, you old skinflint."

Blind people must never jump the gun like that. Let's give the poor sighted man a chance.

GROUP E

THE POSITION OF CIVIL SERVICE IN RELATION TO VOCATIONAL REHABILITATION OF THE BLIND

Arthur C. Murr, Vocational Rehabilitation Offices, Medical Division, United States Civil Service Commission, Washingotn, D. C.

Selective Placement Under the Federal Merit System

Each year, several thousand people with serious, permanent physical handicaps take their place in the career civil service through the Government-wide selective-placement program conducted by the U. S. Civil Service Commission, in cooperation with Federal departments and agencies. Since 1942, more than 165,000 physically handicapped workers have joined Uncle Sam's civilian work force.

The Commission-sponsored program is designed to assure the handicapped of fair consideration for gainful employment. It operates within the framework of the civil-service merit system. Not only must the physically handicapped be qualified to do particular jobs, they must also *compete* with non-handicapped applicants for such civil-service positions. In the light of this requirement, the record of the selective-placement program stands as testimony to the truth that, *properly placed,* the physically handicapped worker is as good as others.

Selective placement emphasizes abilities — not disabilities. It is founded on the principle that the physically handicapped person who is placed in the right posiiton is not handicapped on the job. When the Civil Service Commission certifies a physically handicapped person to an agency for consideration for employment, it is expressing its fact-founded belief that the person is well-qualified to do the full job.

The selective-placement program poses but three questions with respect to the disabled applicant—

Is he qualified for the job?

Can he efficiently perform the duties of the job?

Will he be a hazard to himself or to others?

Thus, physically handicapped applicants for Federal employment can expect fair consideration without respect to their physical handicaps.

But the selective-placement program is not designed to accord them special treatment over others eligible for similar work.

The Commission does not generally advocate the tailoring or alteration of jobs so that they will be especially appropriate for people with certain types of handicaps. Federal agencies have the Government's work to do and the responsibility of hiring the people who will perform the necessary tasks efficiently. In its role as central personnel agency, the Commission has the duty to help agencies to hire the best qualified people, without discrimination as to race, religion, politics, or physical condition. The Commission may suggest position alterations in some instances to facilitate employment of a handicapped person, but in the main, it is the agency which must determine the duties of any position.

Nor does the Commission advocate overloading the Government with handicapped people or making Government jobs a safe harbor for those who cannot hold their own in competitive private enterprise. The Commission has never advocated a definite percentage of handicapped employees as representing either a minimum or maximum number of disabled people who should be employed by the Government. Nor, at times

when it is necessary to reduce the number of Federal employees, does the Commission expect that the physically handicapped will be retained in their positions any longer than able-bodied workers with equal job retention rights based on factors other than physical condition.

The Commission views its responsibility, in so far as utilization of the handicapped is concerned, as consisting of finding out the physical demands of Federal jobs, finding out what people with certain handicaps can and cannot do, passing this information on to appointing officers in a persuasive fashion, and assuring that qualified physically handicapped people receive fair consideration for appointment. It endeavors to see that the handicapped are placed in positions which they can perform efficiently and without undue hazard to themselves or to others, and it makes certain that physical condition is not used as the basis of unfair discrimination in connection with any phase of Federal employment under its jurisdiction.

Relationship to President's Committee and Other Programs

The Commission's program supplements and complements the programs of the President's Committee on Employment of the Physically Handicapped and of Federal and State agencies concerned with the training and placement of the physically handicapped.

The Commission has worked closely with the President's Committee since the inception of the NEPH program in 1945, and the Medical Division and region offices of the Commission give continuing support to the year-long program of the Committee.

The Chairman of the Commission is a permanent Federal Associate Member of the President's Committee, along with the Secretaries of State, Treasury, Defense, Interior, Agriculture, Commerce, Labor, and Health, Education and Welfare; the Postmaster General; the Administrator of Veterans Affairs; and the Director of the Office of Defense Mobilization. For a number of years the Federal Associate Members have annually issued a joint statement to affirm support of the program of the President's Committee. The annual statement, which is publicized throughout the Federal service, declares that the Federal Government should set an example for private enterprise by continuing to improve its employment practices so that the handicapped may be given equal opportunity with the able-bodied.

The Chairman of the Commission is also a member of the Advisory Council on Employment of the Physically Handicapped, appointed by the President to assist the President's Committee in developing a closer relationship between Federal agencies in efforts to expand job opportunity for the physically impaired. Council endorsement of the four points, which for many years have constituted the basic program of the Civil Service Commission, resulted in the issuance, by direction of the President, of a White House letter prescribing the executive-branch policy for employment of the physically handicapped. The points of the executive-branch policy outlined in the letters are:

1. Physical standards will be fair, reasonable, and adapted to the realistic requirements of jobs.
2. An opportunity will be provided for a fair appraisal of pertinent qualifications of physically handicapped applicants and employees.
3. Physical abilities of handicapped persons being considered for examination, appointment, or reassignment will be appraised in relation to the essential physical requirements of jobs.
4. Employees who acquire disabilities as the result of work injuries, off-the-job accidents, or disease conditions will be given full opportunity in reemployment or in transferring to other more suitable jobs.

The letter calls for participation at all levels of administration and supervision in carrying out the policy, and declares that: "Management will: (a) Take such action as is necessary to bring about an understanding and application of the policy by all appointment officials and others who participate in the hiring or reassignment of employees, and (b) make periodic review of the manner in which the policy is being observed throughout its jurisdiction."

There is a constant interplay at the working level among the Commission's Government-wide program for selective placement and programs of Federal and State agencies concerned with the rehabilitation and place-

ment in gainful employment of physically handicapped people.

Commission representatives and agency personnel-office representatives may refer physically handicapped to appropriate Federal and State agencies for training or assistance. In turn, the Commission may test "graduates" of such programs for Federal employment, and may promote placement opportunities for those whose handicaps have been compensated for or lessened through rehabilitation training.

Agency Coordinator Plan

Although the number of physically handicapped workers hired by Federal agencies since 1942 is impressive, and while some agencies have outstanding records, the small percentage of placements made by other agencies evidenced a still widespread reluctance to employ people with serious physical handicaps.

The Commission concluded that some added features were needed to make the selective-placement program fully operative on a Government-wide basis. Thus, early in 1957 the Commission provided for the designation of coordinators for selective placement of the handicapped in all departments and agencies, and their bureaus and major field installations.

The designation of agency coordinators gives the selective-placement program significant new dimensions. It establishes an effective channel of communication through which better understanding of selective placement and of the requirements of law can be developed down through the management chain to line supervisors throughout the Federal service, and for the first time the handicapped, in a sense, have advocates in Federal agencies and installations, removing the danger that consideration of the handicapped may be "everybody's business and nobody's business."

Role of Civil Service Commission

As in other aspects of Federal personnel management, the Commission has a dual role in the area of employment of the physically handicapped.

1. It administers a Government-wide program under the provisions of laws and executive orders.

2. It provides guidance and leadership to Federal departments and agencies to facilitate effective utilization of the skills of the qualified physically handicapped.

To carry out its responsibilities, the Commission develops policies and procedures, identifies and establishes physical requirements for Federal employment, prepares physical standards for all occupational areas, develops special testing methods, issues necessary instructional materials, conducts a continuing educational program within the Federal service, and cooperates with the President's Committee and other agencies concerned with the rehabilitation of the handicapped.

To strengthen the program and assist coordinators, the Commission makes a continuing review of the Government-wide program, collects and analyzes pertinent data, and provides coordinators with information about significant findings, activities, developments and materials. It also provides for interagency exchange of information on selective placement and utilization of the physically handicapped.

The Medical Division in the Commission's central office works directly with coordinators at headquarters of departments and agencies, and Commission regional offices maintain working relations with coordinators of field installations.

Role of Departmental-Level Coordinators

Coordinators for selective placement of the handicapped likewise have a twofold responsibility—to see that the requirements of law and regulations are being met, and to conduct an educational program within their agencies to broaden understanding and support of the selective-placement program.

As outlined in Departmental Circular 903, representatives designated by agencies have the "responsibility of coordinating the program for employment of the physically handicapped within the department, agency, bureau or field establishment, and of maintaining liaison with other agencies in the fields of placement or rehabilitation." When a referral or certification of a handicapped applicant is made by the Civil Service Commission, the coordinator is obligated to see that the applicant is given full consideration for any

vacant positions for which he is qualified.

But the area in which coordinators make their most important contribution is in the development, through a continuing internal educational effort, of broad understanding and acceptance of the program by management, line supervisors, and employees.

Some agencies have conducted such programs for the past few years, and they have been important factors in facilitating thousands of excellent placements. Management letters, staff discussions, presentations in supervisory-training courses, motion pictures, statements and features in house organs, and distribution of pertinent publications are among the tools and techniques employed in such programs.

The most effective programs are those in which imagination is used and opportunities are seized to keep up a flow of information to top management, line supervisors, and rank and file employees.

Role of Field Coordinators

Responsibilities of coordinators in field installations are similar to those of coordinators at the departmental level, with more "firing line" aspects.

Field coordinators become more intimately concerned with individual placement situations, have greater opportunities to act as on-site ambassadors of good will for the handicapped, and are in a position to make meaningful critical analyses of selective placement at work.

Those who approach their assignment with imagination can make valuable contributions to the selective-placement program in many ways. They are in a position to develop first-hand reports on the performance, attendance, and turnover of handicapped employees. They can personally appraise the effectiveness of placements by making follow-up checks on progress of handicapped workers after they have been on the job for three, six, twelve, and twenty-four months. They can sample the attitudes of the handicapped toward their work and the attitudes of supervisors and fellow-workers toward handicapped employees.

The information they obtain can be used in various ways: in reports to agency headquarters and Commission regional offices, in broader surveys conducted by the Commission and the President's Committee, in the internal educational program, and in local publicity.

Field coordinators are encouraged to participate in the program of the President's Committee, to cooperate with local committees, and to join in observances of National Employ the Physically Handicapped Week.

The Commission believes that coordinators can make the greatest gains for the program by concentrating on the orientation of line supervisors. The Commission's "Operation Understanding," sponsored in conjunction with NEPH Week in October, 1957, encouraged such efforts and offered suggestions in this area.

Harris Ellsworth, Chairman of the Civil Service Commission —

"I think the Civil Service Commission's program for employment of the physically handicapped in the civil service is one of the most inspiring and satisfying of all our activities."

Warren B. Irons, Executive Director of the Commission —

"This Coordinator Program, while not by any means my brainchild, is one thing in which I have taken a great deal of interest."

Maj. Gen. Melvin J. Maas, USMC, Ret. Chairman of the President's Committee on Employment of the Physically Handicapped —

"Creation of the Federal Coordinator system is one of the most significant advances made in the field of employment of the physically handicapped in the last twenty-five years."

PLANS AND PROGRESS OF THE DIVISION OF SERVICES TO THE BLIND

Louis H. Rives, Jr., Acting Chief, Division of Services to the Blind
Office of Vocational Rehabilitation,
Department of Health, Education, and Welfare

First, may I bring you greetings from Miss Switzer. She wanted to be here to meet with you; however, other commitments made this impossible. She wants me to assure you of her interest and to bring you her best wishes for a successful and productive meeting. I am sorry that Miss Switzer could not be here for two reasons. First, she can make a better speech than I can; and, second, I would like for you to sense at first-hand her deep and sincere interest in, and dedication to, work for the rehabilitation of the blind.

During the three months that have elapsed since I assumed responsibility for the Division of Services to the Blind, I have had Miss Switzer's wholehearted support, as well as that of the entire office of Vocational Rehabilitation, in strengthening our services to State agencies engaged in the rehabilitation of the blind. Also, most gratifying has been the wonderful support and cooperation of the State Directors, of the States Vocational Rehabilitation Council, the leadership of the American Association of Workers for the Blind, the National Council of State Agencies for the Blind, and the American Foundation for the Blind.

Before talking with you about the specific plans and purposes of the Division of Services to the Blind, I want to talk for a few minutes about the research and demonstration program of the Office of Vocational Rehabilitation. The program, which was made possible by the 1954 Act, authorizes the Director of the Office of Vocational Rehabilitation, with the approval of the National Advisory Council, to make grants to States and other public and private organizations and agencies to meet a part of the cost for research and demonstrations and projects for the establishment of special facilities and services which hold promise of making a substantial contribution to the solution of vocational rehabilitation problems common to all or several States. This program brings a wonderful opportunity for us to find better methods and techniques of rehabilitation and the answers to many of the questions that baffle us in assisting severely disabled people along the road to rehabilitation. I want to tell you about a few of the projects for which grants have been approved, not only because I know you will be interested in them, but because I would like to enlist your support in developing new research projects which will enable us to do a better job of rehabilitation. Incidentally, I know you will be interested to learn that more projects have been approved relating to the rehabilitation of the blind than in any other field of disability.

One of the earliest projects approved was a grant to the American Foundation for the Blind to study the types, qualifications and compensation of professional personnel in agencies for the blind. This study, which has not been completed, will make an important contribution in the establishment of professional standards and provide information which should be of real value in raising the level of compensation so that it will be more commensurate with the professional responsibilities and duties of workers for the blind.

In the field of agriculture, there are three projects under the research and demonstration program in which I think you will be interested. One is the project undertaken by the Georgia Division of Vocational Rehabilitation to study what types of greenhouse and nursery work are best suited for blind persons. Another was the project undertaken by the Farm School for the Blind in Cincinnati, Ohio, to study the methods of farming best

suited for the blind. The report of this project is now being compiled and should make a valuable contribution to our knowledge. The third is a project undertaken by the Alabama Vocational Rehabilitation program to study and demonstrate how all resources—State, Federal and local, public and private—can be utilized and coordinated so as to bring about successful rehabilitation of blind persons on the farm.

Another research project in which we had the pleasure of participating was the development of the manual for the rehabilitation of the deaf-blind. This manual is a truly significant contribution to the rehabilitation of these most severely disabled persons and holds real promise of opening the way for substantial progress in this difficult area. The work on this project was carried on under the leadership of Dr. Peter J. Salmon, with the cooperation of many other outstanding experts.

Another important grant was made to the Franklin Institute here in Philadelphia for research on an electronic cane.

The Blinded Veterans Association has received a grant to study and demonstrate how community resources can best be coordinated in placing blinded veterans in suitable employment.

The Cleveland Society for the Blind has also engaged, with our assistance, in an important study to find out how maximum use may be made of hearing in the process of adjustment to blindness.

Another research grant has been made to the Rehabilitation Center of the Catholic Guild for the Blind in Boston, Massachusetts, where, under the direction of Father Carroll, a study is being made to determine the optimum length of time required in a rehabilitation center for the blind for the best adjustment to blindness.

A research grant has also been made to the New York School of Social Work, Columbia University, to study attitudes towards blindness and how they affect rehabilitation of the blind.

The Industrial Home for the Blind in Brooklyn has also undertaken another important research study to find out what the effect of hearing loss is in the process of adjustment to blindness, particularly in the area of mobility, and how this problem may best be combatted.

Another research project which we feel has made a significant contribution to our knowledge is one which has now been completed by the Vermont Rehabilitation agencies, both general and blind, in cooperation with the American Foundation for the Blind, National Industries for the Blind, and the Offices of Vocational Rehabilitation, to develop a homebound program for the blind and other severely disabled in a rural area.

We have also participated in research with the Industrial Home for the Blind and others to find the best methods for establishing clinics for the fitting of optical aids. This research has demonstrated that in a substantial number of cases where there is a small amonut of residual vision, the proper fitting of optical aids can result in the restoration of useful vision for specific purposes.

I hope that these few illustrations will give you an idea of the scope and purpose of the research and demonstration program as it relates to the rehabilitation of the blind, and of the tremendous potential which it has for developing our knowledge and for answering questions which will enable us better to do our job.

One more word about our research and demonstration program: Miss Switzer and the National Advisory Council feel it most important that the information and knowledge developed through research be put into practice. To this end, funds have been set aside to help in the establishment of projects patterned after and based on the information and experience developed through the research grants. In the area of the rehabilitation of the blind, three such demonstration areas have been selected. These are the establishment of optical aids clinics, the establishment of industrial home-work programs for the blind and other severely disabled in rural areas, and programs for the rehabilitation of the deaf-blind. To date, eight grants have been made for the establishment of these prototype projects. We sincerely hope that there will be a substantial increase in these projects during the next year. For those of you who may be interested, full details are available from our Central Office or from any of the nine Regional Offices.

Now I would like to talk for awhile about the plans, the purposes, and the philosophy of the Division of Services to the Blind of the Office of Vocational Rehabilitation. In essence, our plans and purposes and philosophy have but one objective, that is, to be of the maximum service possible to State agencies serving the blind. To accomplish this objective, I think it is essential that the resources of the office of Vocational Rehabilitation, both Central and Regional, be utilized to the fullest. Agencies for the blind should be able to look to the Office for assistance in fiscal planning, in program administration, and in casework practices. The Regional Offices are just as much concerned with problems of agencies for the blind as they are with the problems of the General agencies, and I assure you that they will work with you in building a close working partnership.

In carrying out this concept of service, I think that the functions of the Division of Services to the Blind fall specifically into three major areas. These are technical consultation, the training of personnel, and the provision of leadership. By leadership I do not mean unilateral authoritarian action. I mean rather such things as constantly seeking new ways and ideas for more effective rehabilitation of the blind, and for making this information available to you; for finding new tools and for making them available to you in usable form; for working as your representative with national, public, and private agencies so as to strengthen the rehabilitation program for the blind; and for always spurring both you and us to higher standards of quality.

In this area of leadership, one of our most important responsibilities is in connection with the vending stand program. We are aware of this responsibility and are now, with the full support of the Secretary of Health, Education, and Welfare, vigorously pursuing negotiations with other Federal departments so as to make the preference granted by the Randolph-Sheppard Act more meaningful and more productive of substantial employment opportunities for blind persons. In the area of technical consultation, we do not feel that we should duplicate within the Division of Services to the Blind the technical skills of general applicability found elsewhere in the Office of Vocational Rehabilitation. I do feel that it is our responsibility to provide, through the Division, those special technical services which are particularly related to the rehabilitation of the blind.

During the past three months, I have had a chance to talk with more than thirty directors of State agencies serving the blind and to ask them in just what areas they want and need technical consultation. The needs expressed are: first, for assistance in placement, industrial, agricultural, clerical, white collar and professional; second, for assistance in the development and expansion of vending stand programs; third, in the areas of adjustment to blindness, including the use of rehabilitation centers for the blind; and, finally, in the establishment of programs for sheltered employment, including workshops and programs for the home-bound.

The priority of needs for technical assistance, though varying slightly from state to state, seem to be primarily for assistance in placement and in vending stand programs. To fill these needs, we are going to do two things: First, hire full-time staff competent to provide the technical consultation required. We are currently actively recruiting for two positions, and I hope there may be a third one later this year. This problem of trying to find the kind of staff who are qualified to give you the sort of service that you want, but who are willing to leave their established jobs and come to Washington, has proved to be a most difficult one, but we will persevere until we can find the right people. The second way in which we are going to fill this need for technical consultation is through a sort of lend-lease arrangement. Through this plan, we have made arrangements to borrow highly qualified technical experts from different State programs and lend them to other States for perhaps a month at a time to assist in the development of certain aspects of the rehabilitation program.

In the area of staff-training, we felt it most essential to find out just what the needs for training are. To this end, we called together an *ad hoc* advisory committee, consisting of State directors of agencies for the blind, State directors of agencies serving the blind as well as other disabilities, representatives of national and local voluntary agencies, and representatives drawn from the coordinators of the

rehabilitation counselor-training program. This committee enthusiastically and capably undertook the job of assessing the needs for both short-term and long-term training for personnel engaged in rehabilitation of the blind. Briefly, the recommendations of the committee are as follows:

In the area of short-term training, the major needs are for training personnel in how to do a better job of placement in all areas, industrial, agricultural, professional, etc.; for training in how to develop and manage more effective vending stand programs; and for the training of mobility or travel instructors. In this latter area, the committee recommended that the Office of Vocational Rehabilitation, in cooperation with the American Foundation for the Blind and other interested organizations, develop a curriculum for travel instructors. This curriculum could them serve as the basis for a series of short-term courses to increase the supply of competent travel instructors, not only in rehabilitation centers, but in operating agencies for the blind throughout the country. The committee also recommended that the short-term courses in the three areas of placement, vending stands, and mobility training be of sufficient duration to permit the putting into practice, under competent supervision, of the information learned through the courses.

In the area of long-term training, the committee recommended that more emphasis be placed on the specific aspects of counseling and placement of the blind within the rehabilitation counselor training program supported by the Office of Vocational Rehabilitation. This could either be accomplished through modification of some existing counselor-training programs, so as to highlight the particular problems relating to rehabilitation of the blind, or through the establishment of specific courses dealing with the rehabilitation of the blind for persons who have completed the general rehabilitation counseling course. Emphasis was also placed on the need for well-planned supervised field work in agencies serving the blind for rehabilitation counselor trainees. The committee also recognized the need for long-term training in the field of home teaching, but felt that, before the Office of Vocational Rehabilitation should make long-term training grants in this field, steps should be taken by the Office, in cooperation with other appropriate agencies, to arrive at some agreement as to just what the major functions and responsibilities of the home teachers should be. The content of the training courses could then be developed in line with these major functions and responsibilities.

We will strive to carry out this program for both short-term and long-term training, and to improve on it and add to it as experience and needs may indicate.

In summary, the plans, purposes, and philosophy of the Division of Services to the Blind are to be of maximum service to the States through leadership, technical assistance, and the training of personnel. I pledge to you, for Miss Switzer, myself, and the Office of Vocational Rehabilitation, a vigorous Division of Services to the Blind, actively and affirmatively dedicated to this concept of service. I ask from you in return something that I know you will give—your cooperation, help, advice, yes and criticism, so that, working together, we may build toward the day when every blind person who can work will have the chance to find his place in the sun of self-respect and independence.

GROUP G

PUBLIC EDUCATION AND PUBLIC RELATIONS PROGRAMS IN WORK FOR BLIND PEOPLE — FROM A VOCATIONAL POINT OF VIEW

Holland Horton, Counsellor
Special Services, Illinois State Division of
Vocational Rehabilitation, Joliet, Illinois

In the Bible is the expression, "Woe is me if I preach not the Gospel." We who are without physical sight could well paraphrase that expression today by saying, "Woe is me as a blind man if I do not perform as well or better than my sighted brother." For, to return again to the language of Scripture, "We the blind, are tested at all points like as our sighted brethren are"; and, to hold the jobs in the sighted world for which it is the aim of vocational rehabilitation to prepare us, we who are blind must at all points where that is possible do our work as well or better than would a sighted person in the same job.

I speak of competition in the labor market since after all, it is the fundamental aim of a state division of vocational rehabilitation to help handicapped persons, severely handicapped persons such as the blind, enter employment. The Vocational Rehabilitation Point of View is the topic assigned to me in connection with our subject today, "Public Education and Public Relations Programs in Work for Blind People." That is a subject which seems to assume it will be easier for a division of vocational rehabilitation to place blind persons in jobs if the public, more specifically employers, come to a proper attitude toward the employment of blind people in competitive industry.

Well then, what attitudes do we wish to create among the public generally, and among employers? And how go about doing so?

It seems to me there are two attitudes on which we must work. One is a traditional attitude we must take away. The other is a positive attitude our public relations must be designed to create, and the creation of the latter will automatically dispose of the former. The attitude to be taken away is the notion that lack of sight is a catastrophe completely disqualifying a person for normal living. The way to supplant this attitude is to replace it by the development of the new, positive attitude that qualified blind people can compete in jobs with sighted people and be valuable employees.

The reason we conceive of this new attitude as being the right one is that studies of the United States Bureau of Labor Statistics show that handicapped people, including the blind, have better attendance records on the job, tend to stay on the job for longer periods of time, and have better safety records. True, blindness is definitely a handicap, but it is one that the blind can offset by extra effort, loyalty to the employer, regular attendance on the job, interest in the job, ability to get along with fellow-workers, and similar importaant attributes. In other words, blind persons are people and can succeed just as all people, sighted or otherwise, can succeed. Like the average group of sighted people, persons in the average group of blind people have ordinary abilities. There are other blind people, as there are sighted people, with exceptional drive and ability who can do unusual things. When it is obvious that a blind person has exceptional ability, special training should be available to him.

Now, how do we get the public in general, and employers in particular, to think of blind persons in the same positive way in

which we have just been discussing their abilities and disabilities? In seeking to answer this question from the vocational rehabilitation point of view, I have to speak, of course, out of my own experience with the work of the Illinois Division of Vocational Rehabilitation. At the same time, I am sure that it is necessary in all other states, as it is in Illinois, that we prove the worth of blind persons in the labor market by placing them in employment for which they are qualified and in which, because of their qualifications, they are able to compete.

In Illinois for the three years ending June 30, 1958, the Division of Vocational Rehabilitation has been directly instrumental in placing in gainful employment 395 blind persons; in other words, almost 400.

What is the process that leads to the rehabilitation of blind people in Illinois year after year, particularly those in whom our group here today is especially interested? I refer to those boys and girls who are without sight during all or most of their elementary and secondary education, and to the young men and women of college age and capability, and without sight, who receive advanced education under vocational rehabilitation auspices. In order to keep to a minimum the wasted effort that is the result of a too late start of the rehabilitation program, Illinois Division of Vocational Rehabilitation counselors in their respective districts contact annually the principals of high schools and teachers of special sight saving classes to find out who are the high school juniors and seniors who are blind. At the residential school for the blind, Illinois Braille and Sight Saving School, in Jacksonville, DVR counselors and DVR Services for the Blind staff members conduct interview sessions twice annually for juniors, seniors, and "June dropouts." Another important help to us in finding out who are the blind boys and girls is the Division of Education for Exceptional Children, in the Office of the State Superintendent of Public Instruction, a Division which is most cooperative with DVR. Our counselors seek to interview such boys and girls for the purpose of talking with them, providing counseling, and, if such is indicated, begin the development of a rehabilitation plan to go into effect immediately upon graduation from high school. Representatives of the Division have contact from time to time with even younger boys and girls though service as speakers and interviewers in various school Careers Day programs. For example, the Division is regularly represented at the Careers Day held at Illinois Braille and Sight Saving School once every two years for all the children in the school in the eighth grade and above.

Having found the blind young people who need and want the help of the Division of Vocational Rehabilitation, and having worked out a rehabilitation plan for them, the Division is then dependent on the training agency for full execution of the rehabilitation plan, if it involves training. On conclusion of training, there falls upon the Division the prime task of helping the blind young man or woman enter employment for which he or she is prepared and qualified.

Before the Illinois Division of Vocational Rehabilitation recommends a blind person to an employer, it makes certain that it is in a position to assure the prospective employer that the blind person can and does travel on his own. It is also Division policy to promise the prospective employer that, if the blind person he employs proves not qualified for the job, the Division through its follow-up procedures will of itself take the burden of having the unqualified person removed. The Division does not just say to the employer, "There will be no hard feeling if you fire the unqualified blind person." We do more; we say, "Just tell us if the blind person is not satisfactory, and we'll move in quietly and see that the blind person goes off the job without putting on you the onus of firing him." And, of course, I should add here, that, whenever we do take a blind person off a job under such circumstances, we do everything we can to help him make adjustments such that he will be able to enter another employment situation.

Of far more consequence, though, than our assurances to prospective employers of the blind is the record of blind people whom we have already placed with employers. In this business, success breeds success. As blind persons perform satisfactorily on the job, the employer who hired them becomes more and more receptive to hiring other blind persons.

Moreover, as employed blind persons succeed, we have examples to point out to other employers who have never before hired a blind person. This leads us to our Public Information and Education Section of the Division of Vocational Rehabilitation. The key device in our public information efforts is the spreading of the word of success stories of people already rehabilitated. The encouraging part about all this is that there are a number of success stories about blind people in Illinois. Some of them have received Presidential Citations for outstanding service in promotion of the employment of handicapped persons. We spread the word about these success stories through the newspapers, radio, television, magazine articles, etc. We have competent handicapped persons, and the blind are included among them, actually demonstrate their skills at Division-sponsored exhibits held on various occasions.

According to our experience in Illinois, into what types of work have these rehabilitated blind people gone? They have, for example, become lawyers, real estate men, insurance men, stock exchange brokers, teachers, farmers, machinists, X-ray technicians, masseurs, hair specialists, dictaphone operators, switchboard operators, and laundry workers. Some of them, as we have already mentioned, have been unusually successful. All, save a very small percentage, have competed successfully in the labor market over long periods.

In helping these people in their rehabilitation, and particularly in working with employers when we seek job opportunities for the blind, it has been our experience that there are some special essentials for success in the vocational life of a blind person. It is at this point that you as schoolmen can be of invaluable help. You ask, "How?"

We believe the answer to that last question is through strict adherence at all levels of education of blind persons to the following standards set up, not by rehabilitation agencies in themselves, but by employers. These recommended standards are as follows:

1. Rigid requirement of travel ability as prerequisite to satisfactory completion of schoolwork.

2. Maintenance of academic standards such that proficiency of the blind student is measured by his ability to compete with the sighted rather than by his ability to compete with other blind students.

3. Establishment of high standards of personal habits to compensate for the blindness handicap. Specifically, these high standards involve personal cleanliness, the habit of being on time, being on the job during the appointed hours, a mind free from mixed-up feelings that hinder concentration on the job, and wholesome personal acceptance of one's lack of physical sight.

Out of our experience it is easy for us to list the above-recommended standards. But the specific educational methods for establishing these standards, and at the same time instilling a healthful pride of success-tradition among all blind students during their school years is up to you as schoolmen, you who are the experts in educational matters. We cannot presume on your field. We can recommend travel ability, high academic standards for the blind, and exceptional worth of personal habits; but only those of you in the educational field can work out the philosophical means and administrative methods for putting these standards into practical effect, and effectively prepare blind students for life in a predominantly sighted world. Into your hands we place these recommendations, and we do so with confidence in your know-how.

EDUCATION FOR THE BLIND

Francis M. Andrews, L.H.D., Superintendent

Maryland School for the Blind, Overlea, Maryland

A couple of years ago, the Maryland State Department of Education made a survey of the educational facilities for the exceptional child in this state, and also presented recommendations for specific cases. It recognized that the child belonged first in his home, but if special schools must be considered such as a school for the blind, a committee composed of the superintendent of the school, a doctor, a social service worker, and a local school representative should meet to discuss what would seem best for the particular individual, and then make recommendations to the family. This, I believe, is an excellent idea if carried out, but such a committee is of little value if all of the members are not fully acquainted with what is available in the day class, as well as in the residential school. I further regret to state that up to the present time no such committee has been formed. Every county or local school goes its merry way and boasts of its progressiveness.

One of the best services we offer is that of our Home Visitor, Mrs. Minturn, who works with both parents and pre-school children. The encouragement which she gives the parents is of inestimable value. In many cases we have known the children since they were a few months old. Many families have been helped over a severe hump, then settled down to accept and work with their children. No finer piece of public relations could be established.

Since 1924, it has been the policy of the Maryland School for the Blind to send its 11th and 12th grade students to public high schools in Baltimore or in the communities in which the students reside. For this program to be successful careful groundwork must be laid with local authorization. There must be a willingness to cooperate on the part of the parents, as well as the residential school, with the day class. In 1951, three of our students withdrew to attend the public schools in Cumberland, receiving much extra help from teachers in those schools, as well as encouragement from the Supervisor of Special Education in that county. All three of these pupils had useful vision.

In 1956, a class for the blind was begun in one of the Hyattsville schools, and now Montgomery County is accepting blind children in the regular classroom.

We believe that the parent should make the final decision as to where the child is to go. We urge parents to visit the special day classes, to talk with the teachers, the principal, the Supervisor of Special Education. We suggest that, if there are already blind children in the school, the parents should observe these children during their recess period, lunch period, etc. We also want the parent to find out what provisions there are for the children to have free playtime with other children in their own neighborhoods. We urge the parents to visit our residential school for a full day, talking with teachers, houseparents, the principal and the superintendent.

The panelists represent different points of view. We are all honest in them and very often speak out for what we believe. Fortunately, however, we want the same thing, which is the best kind of an all-round educational program for the *individual* child, so that as he matures he will take his rightful place in society, unhampered by blindisms, prejudices and misunderstandings.

"5,000 YEARS OF BAD ADVERTISING IS ENOUGH!"

Gregor Ziemer, Director of Public Education
American Foundation for the Blind, New York, New York

How do you begin a talk before a group who know so much more about blindness than I do? Perhaps by forcing myself to hope that I know as much about public relations as they do.

It has been said that public relations is a subject which you need not explain to smart people, and which you can't explain to stupid ones. And since there are no stupid people at this convention, perhaps there isn't too much to say in the first place.

And then again perhaps there is.

There must be, otherwise the vast majority of our U.S. citizens would have fewer misconceptions about blindness.

In a half-hour radio show which the American Foundation for the Blind will release this fall, called "We Belong," Robert Trout, noted commentator, will say this: "I suppose the whole history of the fate and fortunes of the blind, over the centuries, might be summed up in these four steps: First, "Where can we put them?" Then, "What can we do for them?" More recently, "What can they do for themselves?" And now, the latest stage, "What can they do for others?"

The program then proceeds to show how a group of blind women in Minneapolis get together to plan a series of records which will give cooking hints, not only to blind housewives, but to the sighted as well. We hope that thus the Foundation, which I have the privilege of representing, will indicate that in their public relations planning they are already one step ahead of these organizations who feel that blind people can and should only work for blind people — as if that were ever possible.

If this particular diatribe were to be given a name, I'd call it: "Isn't 50 Centuries of Bad Advertising enough?" — Subtitle "Mention Two Prerequisites For A Good Public Relations Program For Agencies For The Blind."

Not that public relations is only advertising; advertising is merely one small, and at times objectionable, part of public relations and public education.

But isn't it true that, in the field of work for the blind, the very handicap itself does its own advertising, and often in a very misrepresentative manner?. . . . A man with a weak heart can walk around without advertising the Heart Foundation. You won't see it until it fails him. Cancer and other diseases can't always be seen. But every time a blind person shows himself anywhere he becomes a walking billboard for the whole field of work for the blind.

And apparently the advertising has not always been good. Especially since the task of public relations — of relations with the public on the part of those of us who are blind, and those of us who have the privilege of doing work for agencies for the blind — is a delicate one. It is also an emotional one, and, thanks to the preverse insistence of a perverse public (or so they seem to us at times), a task that requires more patience, more understanding, more digging and more judgment than some public relations officials care to put into their jobs.

And also because a lot of it has to be done for the love of it — for in public relations work for the blind we are selling service, not products. . . So the modern PR idea, in our field, "What can they do for others?" is not amiss. I sincerely feel that nowadays blind people performing good public relations can do just as much for the sighted as they can do for their blind fellow human beings. And that is the huge, appalling task that confronts, and at times almost floors, those of us who have chosen to become professional PR people in work for the blind.

Let's get a little systematic.

What are some needs for a good public relations program in work for the blind?

There are more needs than there are agencies, for every agency will discover its community will fall into a different pattern—personalities differ, interest differs, budgets differ. But perhaps there are a few fundamental needs which are so general in their application that everybody in work for the blind can use them, mold them, squeeze them into his own pattern, and explore them for his own use. No two public relations people will even agree on what these needs are. But here are two possible musts:

First, we must stop being afraid of the very words "public relations," of public relations officials, of all images the words "public relations" conjure up in our minds. In other words, we need a new awareness and a new faith in the importance, the honesty, and the efficacy of public relations activities.

Certainly there can be no doubt that we *need* better public relations for all of us. *The Public Relations Journal,* in an article by Bill Fisher, formerly with the Society for the Prevention of Blindness, estimates that the number of agencies appealing to the public for funds has rocketed to more than 25,000, with an annual aggregate income of over $5 billion. Today the average American is flogged by every mail, begged, cajoled, threatened, scared into giving, giving, giving! *The Journal* also estimates that more than 70 per cent of all the money which we need for philanthropy in this country comes from the so-called man in the street, in checks of $25 or less.

So not everybody can give to everything any more — that's clear. Hence, as *The Journal* points out, the greater and greater need for more explanation, more interpretation, more sharing with more publics of the problems, needs and also triumphs of health and welfare agencies. In other words, now as never before do we need the understanding, the confidence, and the good faith of the general public.

If you already have that, you're excused. You're dismissed. You need not listen any more. If you feel however, as most of us do, that we are still hungry for more public understanding, more confidence, and more good faith, then we better use every tool at our disposal, use the experts who have learned to use these tools, and forget our fear of the general mass media.

Why this fear? Harold Levy in his book, PUBLIC RELATIONS FOR SOCIAL WELFARE AGENCIES points out that agency people, us, consider public relations a frill, a costly luxury, for which they are much too busy. Nor do they think that public relations people can be trusted to tell the deep human story of their service well enough

Perhaps too many of us are still thinking of the old press agents, who used gimmicks, unscrupulous circus methods, false sentiments, to get attention. But even a bad press agent is certainly not to be confused with a bad public relations man. And a *good* press agent still doesn't have the right to call himself a good public relations official. For PR goes so much, so infinitely much, further than just getting attention.

A good public relations official will tell your story honestly, but with drama; he will tell it sincerely, but with some warm, good, human emotions; he will tell it thoroughly, but with enough life and verve to keep the reader or the listener awake.

It's the old, old situation — the evil that men do lives after them, long after the good they do is interred with their bones. One bad example on TV, one misinterpretation in a somewhat careless newspaper, and all of PR gets the blame — by all of us — forever. And the old fright of dealing with the public is perpetuated.

Victor Weingarten, a public relations firm president, tells the story of a social agency desperately in need of foster homes for hard-to-place children. An NBC network TV program finally heard of the situation, and provided time and opportunity for some of these children to go on the air. The show was built primarily to find homes for these youngsters. And — perhaps you can guess what happened? The agency turned the network down. It apparently, so Weingarten feels, preferred not to have homes for the children rather than to betray the confidential relationship between the agency and its clients. It did not wish to — quotation — EXPOSE — quotation marks — the children to this horrible medium of a bereft public — TV.

P. S. The children still have their privacy

— and still don't have homes. If you feel that the agency did the right thing by not letting the children go on TV — well, that's your own concern. Cherish it!

But this emphasis on so-called confidentiality, one of the most primitive stumbling blocks to free and easy PR, is now undergoing a complete and perhaps—we hope—agonizing reappraisal on the part of some of the more advanced and forward-looking agencies.

For, certainly, we who are not exactly stupid can find ways and means to present our problems, our demands, our hopes and our dreams to the public without committing the sins of bad manners, bad tact, and lack of respect for privacy. Why is it that so many agency directors and agency trustees still automatically condemn the public relations official to the status of nincompoop and idiot who can't be trusted with the facts?

Now comes a truism. A good agency must have a *good* public relations official. It certainly need not be stressed before an intelligent audience like this that, of course, public relations is everywhere, is ubiquitous, is in fact the ubiquitous comestible that keeps our corporate bodies healthy. From the way the telephone girl answers her calls, to the way the director addresses the Lions Club—it's all public relations.

But it's more effective to have a department or an individual who concentrates on the subject. It's like religion. Of course you can worship God anywhere — in nature, in your hotel room, in a crowded city — but do you? Most of us still need the physical symbol of the church and the servant of God, the preacher, priest or rabbi, who *personifies* our religion.

So, if you have a good public relations officer, at least you are reminded every time you see him that there is such a thing as public relations. If you have a bad one — well, make him an assistant vice-president or something, and get a better one. And stop making your PR official a minor, unimportant, third-class office boy. He should have some sort of administrative status and report only to the Executive Director. He should be part of management.

Now for the other side of this coin. It's really a gambler's coin for both sides are heads. But, although both sides are heads, there are still two sides. If, first of all, your chief need is for you to gain or regain your trust in the whole concept of public relations, and the mass media which it employs, your second, and perhaps more difficult task is to do everything possible so THEY WILL GAIN CONFIDENCE IN YOU.

You may not have thought of it recently, but the press, the radio, the television, the American public in general, may be just as suspicious of you as you are of them. For, isn't it true that you are trying to take something from them?—Money—time—space—attention? True, you claim you give more than you take, btut you *are* trying to take something from them. And, don't fool yourself; they are aware of that. They see you coming. Every appeal you make, every time you mention your agency, they get that gleam in their eye, waiting for the gimmick.

And if they don't like you, it's that much more easy for them to turn you down. So make them like you — which is synonymous with making them trust you. And how can you make them trust you? There are so many many ways in which you can prove to the world that you are alert, awake, alive, and aware of the importance of winning their respect — that you deserve and are worthy of their trust and their support.

Public relations projects, first of all, are again everywhere, but you must find them, test them and use them.

I took the liberty of getting a few reactions preparatory to this event. It has always been my conviction that all of us can learn from each other in this field of public relations. No two people do things the same way, and sometimes some of us are more successful in our public relations projects than others.

Public relations projects! You gather from this that I consider public relations something that can be molded into projects — planned — deliberately planned; not into short-range programs, but long-range planned projects that may take years to accomplish.

Dr. Edward Waterhouse of the Perkins School for the Blind, touching on this long-range element of PR told me:

"I have been working for sometime on a pamphlet telling the story of public relations at Perkins. I think we are probably better known throughout the world than any other school for the blind, and I would like to

know, better than I do, just why this is so. To some extent it is due to the fact that we had two fine public-relations men for our first directors — Howe and Anagnos — and we are still feeling the impetus they gave to us.

"Presently, we take whatever opportunity we can to keep ourselves before the public through the publication of *The Lantern* and, as you know, a much more extensive ANNUAL REPORT than most schools publish. We go on the radio and TV fairly frequently, and, whenever an opportunity comes, I get articles into the magazines and papers.

"All this is pretty routine. It occurred to me, however, that a story taken from the early part of our century might be worth mentioning.

"This took place when our kindergarten, which actually included all the first six grades, was located in Jamaica Plain — a residential suburb of Boston. During a snowstorm, a wealthy neighbor looked out of his window and saw the blind boys from Perkins shoveling the sidewalks. This led to a keen interest in our school, and, eventually to one of our biggest bequests.

"Now, of course, this was not planned public relations, but to me it points up the fact that, before you can have any good relations with anybody, you have to have a good product.

"Last Sunday was our annual OPEN HOUSE. About 1400 of our neighbors passed through the buildings to see our youngsters demonstrating their different skills. This is the present form of public demonstrations which Dr. Howe started in the 1830's when he threw open the school to the public every Thursday afternoon. In those days, tears were the most noticeable effect. We don't see much of them nowadays, but we see much evidence of admiration.

"The youngsters take these OPEN HOUSES in their stride, and look forward to collecting "crazy stories." They love to tell of the old lady who asked one of them how he knew when he was asleep. Solemnly he explained that the housemothers came around and told them. Then there was the lady who wanted to know how they find their mouths at mealtimes and was told, "We don't bother about that; we just throw food over our shoulders."

Thus Dr. Waterhouse.

Dr. Berthold Lowenfeld, Superintendent of the California School for the Blind, Berkeley, has some definite ideas about public relations which I'd like to share with you. He says:

"Public relations for any organization concerned with the blind is not only important, but an essential part of our efforts to assist the public in achieving wholesome attitudes toward the blind. By wholesome, I mean wholesome for the public as well as wholesome for the blind. A state school which is supported by tax finances is, of course, not in a position to hire special public relations personnel." (Note to Dr. Lowenfeld — "It should be, Dr. Lowenfeld.") "However, we try to put before the public the functions of our school in such a way that it will influence their attitudes and help dispel wrong ideas which they may have about the blind. We have a constant stream of visitors whom we guide around the school, and we always try to give them as complete a picture of the education of blind children as possible, referring, of course, also to the fact that many blind children are educated in regular public school classes. Besides this, I would like to mention only two special items which are connected with public relations.

"The tumbling team of the California School for the blind has had its usual busy season. The team is composed of eight blind boys who perform their tumbling on mats, as instructed by Dr. Charles C. Buell, Physical Education Instructor of the school. The tumbling team appeared on television following a football telecast, and at half-time of the basketball games of the University of California, Albany High School, St. Mary's College, St. Mary's High School in Berkeley, and San Francisco State College.

It also performed before the P-TA of the California School for the Blind and at various Scout expositions. The team's performances have found wide acclamation of all spectators. It is estimated that the team appeared in the past year before about 25,000 spectators, not including the television shows."

Dr. Lowenfeld then described another of his public relations problems, the difficult one of volunteer workers and how to handle them and fit them into the program of the school. You can't turn down offers from volunteer

workers — that would be poor public relations. You can't always accept them and train them, because you don't have the personnel for it. What to do? Dr. Lowenfeld solved the problem with tact, determination and imagination. After various trials, he has developed a very fine program of volunteer helpers in cooperation with the local university YWCA which supplies the school with young volunteer women students who receive a thorough indoctrination at the Y and also at the school in special courses. So, when volunteer workers offer their willing services they are told that the need for volunteers is met by the university YW. "This," says Dr. Lowenfeld, "is a much more satisfactory explanation than any other which we had to use in the past, and I feel it contributes to better public relations." Dr. Lowenfeld has all the help he needs — but not a plethora of it.

"There are, of course, untold other points which I could make, because everything we do is actually in one or the other way part of public relations or better public education", Dr. Lowenfeld concludes.

Nancy Colwell, Director of Public Relations for the Western Pennsylvania School for Blind Children, is a strong believer in public relations on a city-wide scale, and she reminds us of something worth remembering. Open houses, posters, mass mailing, daily publicity in the papers of Pittsburgh on a regular schedule basis, spots on radio and television, lectures, posters — everything Miss Colwell feels can be used to promote better understanding for the school and to promote the annual drive for funds, too. After the annual drive, the school has a thank-you package for all those who contributed. A letter is sent out to all contributors, inviting them to a special preview concert arranged only for them, preceeding the regular spring concert of the students of the school. The auditorium, a large one, is always filled, the guests are thrilled, informed, and become enthusiastic public relations exponents themselves.

In other words, a large and important item of good public relations is a certain sense of gratitude, which may well express itself in some form of "thank-you." At the Western Pennsylvania School for the Blind the contributors were pleased to be acknowledged as donors by this special concert. You yourself will have to find ways and means of thanking all those who do something for you. It should not be too difficult if you put your mind to it.

When I asked Dr. Merle Frampton for an illustration of public relations at the N. Y. Institute for the Education of the Blind he referred me to the chapter called the Role of Mass Media in Special Education in Section 1, Volume 1, SPECIAL EDUCATION FOR THE EXCEPTIONAL by Frampton and Gall. After rereading that chapter you might well wonder why so many of us have such mediocre public relations. Here, good suggestions are laid out, black on white: the difference between publicity and public education, the two levels of public relations, the sociological level and the financial level, a discussion of newspapers and magazines, radio and television and speakers.

An then the conclusion, "Remember that factual knowledge and sincerity go a great deal further in your contacts with the press, radio, and television and community groups than some so-called public relations techniques." It's all there, and has been there since 1955. Wonder why so few of us read it, and do what it says?

Public relations projects are as numerous as there are agencies. The American Foundation for the Blind has the honor of having founded the first public relations workshop in work for the blind. We have now had two annual sessions and are anticipating a third. The project was of enough importance to win for us the much coveted public relations Oscar, the Silver Anvil of the American Public Relations Association this year, for the most outstanding public relations project in all philanthropic organizations in the country.

One day of this year's workshop was devoted to having participants present what they felt was a good or a bad public relations project. We call them our "hard core." I wish you could have been there. In fact perhaps some of you should be there next year. The projects discussed varied all the way from planning the annual Christmas dinner, to creating a new and healthier atmosphere of faith after an agency had gone through the hands of some individuals who

had destroyed every vestige of faith in it. One project that backfired revealed how an agency tried to capitalize on having one of its members photographed with a celebrity — but the celebrity backed out of the picture and substituted his wife instead. One agency described how it planned to gain public approbation when it delivered the two millionth blind-made product to the armed forces. One revealed how it cooperated with half a dozen other agencies in the community to celebrate its fortieth anniversary. Another described how it brought up its sales through a long-range planning program of creating goodwill through personal visits, etc.

By the way, all these projects and others are now being reproduced and will appear in the 1958 edition of our PR workbook which you may wish to have. Let us know; we'll send it.

Let me mention a few PR projects of the American Foundation for the Blind, although you may be aware of them. We have three radio series of tapes, each thirteen shows, running for 13 minutes: TORCHBEARERS, famous blind people, straight narration; MAN WITH A QUESTION, our celebrity series; (Famous celebraties like H. V. Kaltenborn, John Gunther, Lowell Thomas, Dorothy Thompson, Dr. Bunche and others interviewed members of the Foundation); "20/200" for which Leon Pearson and I took our recorders all over the nation, visited schools, factories, farms, churches, laboratories and recorded interviews. They were spliced together with narration by Dave Garroway. Four new shows are coming out this fall — half-hour shows, narration by Bob Trout and Herbert Marshall. Last Christmas we presented on a radio network the stories of blind children, which some of you were kind enough to submit. Helen Hayes, Anne Baxter, H. V. Kaltenborn, Gloria Swanson, Basil Rathbone, Cornelia Otis Skinner, and others read these stories.

We have thirteen 15-minute TV shows which we made on a hope and a prayer in cooperation with the IHB of Brooklyn. We have another half-hour TV show "Operation Success" made with Quentin Reynolds, telling the story of the Foundation, which will go out this fall. We have 60" and 20" TV spots, narrated by Greer Garson, Clifton Fadiman and Teresa Wright. We cooperate with the networks, keep them interested in the cause of blindness to the extent that they now come to us for suggestions.

We place articles in magazines, or better yet, we get well-known writers to place them.

We use the press through regular releases, and through monthly file cards, which are teasers giving a little information about various phases of blindness and asking the editors to write in for more. We distribute press kits, and radio kits and publications, and answer thousands upon thousands of letters. We create and distribute posters.

We have two portable exhibits that go to various conventions. A new smaller portable that we just got will be very useful. We go on radio and TV live whenever we can. We work with the N. Y. theatre. We are now planning a regular series of radio shows on the ABC network. In fact, we estimate that last year we obtained a total of about $5,000,000 worth of free — repeat — FREE air time. See me after the program and I'll give you a score more of our projects. I consider the month lost in which we don't explore at least several new ideas to help us improve our PR with the press, radio, TV, and (I stress this) our PR with all agencies for the blind. If we don't have *that,* we have nothing!

At the AFB we are fortunate, exceedingly fortunate, in that our Executive Director, Dr. M. Robert Barnett, himself a former newspaper man, is willing to let us explore ideas as long as they are dignified, don't protrude on good taste, don't use gimmicks, and don't misrepresent.

But all of us at the Foundation know one fact and remind ourselves of it constantly. Whatever we present to the nation has to be good, true, and compelling. It must be professional.

In other words the American public nowadays, through its copious use of all public media, is spoiled to the point of rottenness. A prosaic, unappealing, dull, monotonous watered-down story won't get attention anywhere — in print, on the air, or in public.

You need not compromise with the truth, or with dignity or with privacy to have something compelling, something dramatic — and I don't mean maudlin.

All of us have to sell ourselves on so many occasions. When you proposed to your wife you sold yourself — had to. When you enter an organization you sell yourself — have to. When you have a job you have to sell yourself. We need not be afraid of selling — or, better yet, giving away — knowledge about blindness.

We can do this only if we can gain the confidence and the trust of those huge powerful media that influence public opinion — the press, radio, television, magazines. They are, of course, only a few of the tools with which public relations can be strengthened.

You can't have good public relations if you haven't something good to relate to the public; in other words your public relations can't be any better than you are. If you try to pad it, it will sound phony.

But, on the other hand, you are doing yourself an injustice if you minimize the good of your agency. I suppose most of us who deal with the subject of blindness have to watch two things: Not to get proprietary, and not to be too self-conscious about our feelings for our work. Most of us who are dedicated, who are earnest, fear that the spotlight of public attention somehow might reveal how deeply we actually feel about our work and those whom we serve. And this self-consciousness tends to make us shrink when the very words public relations are mentioned.

We must get over that, for fundamentally we have something wonderful to give the public — true information about blindness.

It seems to me that we should consider it a great privilege to dispel misconceptions, to improve people's knowledge about a subject of which we know a little more than they do. We are really rendering a service — a great service.

If you are convinced that you are rendering a service by improving your public relations it will stand to reason that you will have great compulsion to do it well, to do it right.

In summary: You *can* do it right, you can do a better PR job by:

1) Gaining or regaining your own confidence in all that PR stands for and all its tools.

2) Gaining the confidence of the editors, the program directors, the writers, the public in general. You can do that by providing them with truthful, dramatic, live, compelling information — by being friendly!

I believe that AFB is dedicated to this purpose. I also know this: PR and public education work is the most exciting, the most challenging of all work in the world. For the world is, indeed, there to be conquered — with information.

An so one final word.

We are all in this together, or should be. It's like a family, where the members may fight a little among themselves, but let a stranger interfere, and WHAM — he has all of them together against him.

Let's remember that first of all we have to present to the world the most compelling picture of unity possible.

Here's what happened to me at an important Press Club meeting in New York recently. I was talking to some of the best reporters and writers in the nation. One of them had heard that there was some sort of dissension among the ranks of workers for the blind and blind people.

One of the boys came up with this, "Sure seems mighty queer that they appear to scrap among themselves. What the hell do the blind (*dirty word*) expect us to do for them if they can't get along with each other?"

This is not a plea for unanimity. But it is a plea that all of us get together and realize the importance of presenting to the sighted world a united front in our PR work — not individually — but as a group.

So-called antagonistic cooperation doesn't seem to be quite enough in this case; it has to go beyond that. For, as long as we have any glaring weakness that the public can pick up and trample on to their own amusement, our public relations job will be just that much more difficult.

So, it seems to me that the public relations profession has a duty toward us who do work in the field of blindness. It has a duty to take us seriously, to respect us, to honor our work, and to let us set our own policies about what we know is right.

But we owe the public relations profession something, too. We owe them our trust and our admission that perhaps they know more about public relations *per se* than some of us.

All of us will admit that one of our greatest battles is still that of communications. Once we have established intimate contact through personal communication — in other words, once we "get through" to our public — they will trust us. And when they trust us, they will respect us; and when they respect us, they will help us.

Public relations! It's as huge as the world is huge, it's as deep as our imagination is deep, it's as challenging as life itself is challenging. What a grand and glorious milestone in work for the blind would be created if, as of now, all of us would realize a little more honestly the importance, the magnificence and the power — yes the *power* — of this thought: "Five thousand years or more of bad advertising — let us say bad public relations — is enough. As of now we will watch every gesture, every move, every act, and make it create in the minds of millions of Americans a true, positive image of blindness as it is today — modern blindness which meets obstacles with firmness, tact and understanding, and overcomes them, using all the tools of the public relations profession."

After all, that is all public relations is or ever hopes to be — Understanding — understanding in action. We need it. We'd better get it.

One final final word: It's not going to be easy.

PUBLIC EDUCATION AND PUBLIC RELATIONS — IN A PROGRAM FOR THE EDUCATION OF BLIND CHILDREN IN PUBLIC SCHOOL CLASSES

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Since programs for the education of blind children vary considerably throughout the country, and since the problem and means of providing information for the public which will be presented in this paper concern a program which is quite different from most of the others, a brief description and a few statistics regarding the New Jersey Plan will be given.

The first organized program for the education of blind children in public school classes in New Jersey was established in Newark in the fall of 1910. Classes for partially seeing children soon followed. Prior to that, and ever since, a number of blind pupils have received their education under State financial sponsorship in residential schools for the blind in neighboring states. On June 30th of this year, there were 1166 clients registered with the Educational Services of the Commission for the Blind. Of the 1166, 844 were in school programs from nursery school through

university training. The remainder were either too young, too immature, or too mentally retarded to be included in school programs. Of the total group of school-attending children, about 10 per cent attended residential schools for the blind. The remainder were in programs with those with normal vision. Eight of the larger cities maintain integrated special classes, or resource rooms, for blind and partially-seeing pupils. Two hundred and twenty-five children are accommodated in these programs. The remaining 531 attend public schools in their neighborhoods, or private or parochial schools, or colleges of their choice. Four hundred ninety-three schools and 25 colleges are providing the general education program for these children, with the "special education" provided by the Commission for the Blind. This may include textbooks and other materials in Braille, sound recordings or large print, paid reader service, special equipment, educational counseling and tutoring. The tutoring is provided either by the Commission's personnel, or by an employee of the local school district, with advisement from the Commission, or both, depending upon the individual need and the personnel available. The instructors employed by the Commission, as well as those employed in the eight city programs, are required to fulfill certification requirements as regular classroom teachers, plus certification as teachers of the blind.

A program for the education of visually handicapped children in classes with those with normal vision is, in itself, a public relations and public education program. Each of the 756 pupils who, during the school year participates in regular classrooms, educates a varying number of seeing people regarding the ways in which he is, or is not, able to make adjustments. All of the special education staff working with these pupils participate in public relations and public education in the course of their daily work. In the larger city systems where there are resource rooms, or integrated special classes, the teacher of blind children and her supervisor must constantly interpret to the rest of the school personnel the values of regular class participation for the blind child and ways in which it will be meaningful to him, as well as provide him with the materials and special instruction which will make it possible for him to fully participate. With each new regular classroom teacher, and especially with each new administrator or principal, there is a new "selling job." The success of such programs depends largely upon the total school understanding of the role of the special teacher for blind children. If she is a teacher of a class of blind children, the members of that class may then be visitors in the regular classroom. However, if they are members of the regular classroom in a school where a special teacher for blind children is available, they remain members of the regular class and leave their room for special instruction from the teacher of blind children in the same way that others leave for instruction in remedial reading, speech correction, etc.

In the larger and more widely scattered program, that involving the 531 pupils attending their local schools on an individualized basis, a great deal of individual public relations and public education is required. Although at the time all of these contacts are made for the benefit of one specific child, it has been our experience that they extend far beyond that one child. In arranging for the original school placement and in following through with the child's adjustment, it may be necessary for the educational counselor (instructor) to contact from a half dozen to a dozen or more individuals. There may be group conferences, as well as individual conferences with a number of persons. Each must, as fully as possible, understand the program for the education of visually handicapped children in New Jersey, and the child's own particular needs and abilities, plus — and this is very important — the school's responsibility and contribution, and those of the agencies providing the specialized services. Since this individualized-placement part of the total program has been going on for over 40 years, and since the number of children involved is so large and distributed throughout the State, there are often persons in the school system who do not require more than a bringing up-to-date interpretation of the program. However, it is usually advisable that contacts be made with the superintendent of schools, the supervisors (either of elementary, secondary or special education) the guidance

personnel, the school nurse, and, of course, the classroom teacher with whom very close contact is necessary. For many pupils on the secondary level, a reader — usually one of the school personnel — is employed by the Commission to read materials not available in the basic textbooks, and to act as a liaison between the school and the Commission, keeping the agency informed of the pupil's progress, and of problems that may arise. New Jersey School Law provides for 50 per cent reimbursement for the costs of supplemental instruction for handicapped children. Many educationally blind, as well as visually handicapped, print-reading pupils, especially those on the elementary level, require this additional instruction which is usually on the basis of an hour a day. The supplementary instructor, like the classroom teacher, must have a full understanding of the needs and abilities of the visually handicapped child whom she is serving.

For those children who have additional handicaps, the number of contacts may be extensive. A better understanding of the program for the education of blind children, as well as of the needs and abilities of blind children, is a usual outgrowth of close cooperation with pediatricians, family physicians, private or clinical facilities for mental retardation, cerebral palsy, epilepsy, defective hearing, etc., throughout the full category of agencies serving those with other handicaps. Mental health centers, child guidance clinics and family service agencies have been of particular value in the program for visually handicapped children in New Jersey. Through them, individual children and their parents have received important service, and a better community understanding of the program has developed. As a part of our total program, parent discussion groups are held in various parts of the State for one or two series a year. These meet one evening a week, for six to eight weeks, in order that parents may discuss their mutual concerns regarding their blind children. The Commission employs, for leadership of these meetings, psychiatric social workers associated with child guidance or family service agencies. There is a close working relationship between a member of the Commission's Educational Services and the discussion leaders. Usually, at least one of each group's meetings involves a discussion of the total program for education of blind children by an agency staff member. Through this, and even more, through the information gained from parents' discussion of their problems and interests, the leader gains a good knowledge of the program which he is able to extend to his professional associates, and any clients whom he may contact to whom it would be pertinent. Leaders of recreational and other community service groups often need guidance in providing a wholesome experience for the visually handicapped child. The number of groups varies with the interest of the child and the facilities available in his community, but include such as Boy or Girl Scouts, religious education classes, play schools, community houses, YM and YW groups, public and private swim clubs, bowling alleys, dancing schools, music schools, etc. Satisfying participation in any of these activities leads, not only to the happier adjustment of the child, but also to better community understanding. The major part of our public relations and public education program is that which is devoted to the needs of the individual child in his home community. As over the years more and more parents and their children have taken advantage of local facilities, our problem has become simpler. Our accomplishments in this area, although I believe quite good, fall far short of the possibilities. This hits upon our primary problem in our total program — staff shortage.

A second area in which an understanding of the program is especially important concerns the very large number of volunteers who give many hours of service. In the education of blind children in classes with those with normal vision, it is necessary, in so far as possible, that each child be provided with the same textbooks, either in Braille, sound recordings, or large print, as those used by the other members of his class. Fortunately, through the use of strong reading corrections, especially the Volk Conoid Lenses, and the A. O. Projection Magnifier, many blind children with a very small amount of vision are able to read regular print. Some have transferred from Braille to regular print including, for instance, a child with 20/4000 vision, with a lateral field, and vision in only one eye. However, the number of items including

Braille, sound recordings, large print, special equipment, etc., which must be shipped to the pupils in their individual school districts is tremendous. For the year ending June 30th, for instance, 8079 shipments were made. Three thousand, two hundred and fifty-one of these were Braille textbooks. A large number of skilled volunteers are required to provide the textbooks which we cannot purchase, or borrow, or do not have. Last week, we issued a letter to the volunteers, informing them in much greater detail of the circulation report of the student library and, of course, thanking them for their part in providing these materials. It was necessary to have 300 copies of this letter mimeographed. To maintain their interest, and to maintain the high standard of work produced, it is important to keep them informed of the purpose of their efforts and the results. Fortunately, the volunteers are generally divided into groups, with chairmen who assume the major responsibility for work distribution. Therefore, contacts and public relations are carried on at group meetings, or with chairmen. Fortunately, also, many of these volunteers belong to the National Braille Club, an organization that has as its major purposes the improvement of volunteer services for blind people, and a public information program to keep volunteers informed of the services and activities of agencies for the blind. Besides the Braille transcribers, bindery workers and sound recorders mentioned above, there are other groups and individuals who provide special materials such as the various woman's clubs, and teen-age groups. The amount of work these groups do is so tremendous that we have a problem avoiding being deluged with their productions. Here again, we do not have the staff time to make good use of a tremendous source of assistants who need guidance in the materials prepared and a fuller understanding of the total program.

A State agency has, of course, limited funds and restricted use of these. Fortunately, our agency, throughout its history, has had the privilege of accepting contributions for services not provided through State appropriations. Public-minded individuals, groups and organizations, through the public relations program of the Commission, have come forward to provide for special needs. In the Educational Services, these have included salaries and traveling expenses for preschool counselors before a State appropriation was available for this; nursery school tuition and transportation costs before this became a part of the State-sponsored program; the pilot study for the development of sound recordings of individual textbooks, and the provision of scholarships for teachers to take the additional training necessary to become a certified teacher of the blind; as well as a very substantial part of our summer camp program. The original purchase and further development of the summer camp facilities has been accomplished entirely by volunteer groups. Operating costs are a combination of a State appropriation and contributions by parents, friends and volunteer and service groups. In our public relations and public education program, with these many groups who supply the funds for special projects, we are limited by the serious staff shortage and also by lack of know-how. Many of the contributors would be better satisfied if provided with case histories or other data which would give them specific details regarding the value of the contribution. The necessary policy of strict confidentiality of our case records makes it impossible for us to provide some of the information contributors would like to have. It is also difficult to make certain that the potential contributors have adequate information and a full understanding of it, in order that their fund-raising activities may present a picture which will involve good public education, as well as bring in the monies required for the special project.

Another area of public education concerns large groups of people contacted purely for the purpose of informing them of the program. This includes talks to the very large number of service clubs and other organizations scattered throughout the State, and use of press, radio and television. If we had the time and better know-how, we could have frequent publicity. Unfortunately, due to the pressures of our total program, the press, radio and TV publicity becomes limited to only a few a year. We are also lacking in literature regarding the Educational Services and in films, slides, etc. Preparation of these requires staff time and money not usually available to a State agency. The program for

mass education of the public regarding education of blind children in public school classes is probably our weakest area.

One of our strongest is probably concerned with professional groups. Meetings with these, and displays at their conventions and conferences, are an active part of our program, including county and State organizations of school nurses, career days for public high school students, state meetings of elementary school supervisors or guidance personnel, local parent teachers associations and state conferences of these, local and state welfare councils, local chapters and state conferences of the Education Association, as well as regional and state meetings of the Conference for Exceptional Children, and the New Jersey Conference on the Handicapped. Active participation in this latter group, which involves persons from all disciplines, special class teachers, school psychologists, county superintendents of schools, city superintendents, special education supervisors, pediatrician and other medical personnel interested in the various categories of handicapped children, has been of untold value in spreading throughout the State an understanding of the program for the education of visually handicapped children in their local school systems. Also important have been joint staff meetings with the county supervisors of child study who are in charge of special education, and participation in other professional organizations by agency staff members.

Each year there are many lectures to various classes from teachers colleges and universities and nurses in training, through which large groups of potential professional personnel are interested in the program, and given specific information. Members of the staff have also been part-time or summer instructors in four universities.

Most of the activities of the staff in the public relations and public information are closely connected with the welfare of individual clients. These are necessary for the successful adjustment of each child in his classroom, school, and community. It is hoped that, with the gradual increase in staff, these activities will be bettered, and ways will be developed to give more information to the general public.

GROUP H

DEVELOPMENTS IN TECHNIQUES AND MACHINERY USED IN BRAILLE PUBLISHING

Virgil E. Zickel, Plant Manager
American Printing House for the Blind, Louisville, Kentucky

It is almost impossible to discuss this subject without mention of our friend, Bob Beath. Since the beginning of the Library of Congress Braille Research early in 1954, he attended every meeting of this Committee. He was not only an expert on Braille, but he was also well-informed on all phases of Braille production. He had a complete knowledge of the mechanics of the stereograph machine. As an illustration, Bob was one of the first persons whom I saw at the LaSalle Hotel last July. He immediately began telling me of some trouble which he had been having with one of his machines and how it had been corrected. Bob was always enthusiastic about new developments, but he was also most practical. His vast experience and clear thinking resulted in many worthwhile suggestions, and I know we shall all miss him very much.

Since some research on Braille publishing has been under way at the Printing House, I shall begin by telling you what progress we have made. You will remember that this program was instituted and supported in part by the Library of Congress. Early in this program, it was agreed that any effort put forth should be directed toward the two general objectives of improving the quality and decreasing the cost of Braille publications. I should like to add another objective which I believe is of great importance, and that is to reduce the length of time required to complete a Braille book after it has been approved for publication. I find that these objectives provide a yardstick, a means if you like, for determining the value of the many suggestions sent to us. I realize this procedure can be dangerous; however, if we review these objectives periodically and revise them as the need arises, I believe they will provide a sound basis for evaluating ideas for development.

If we discuss these objectives under these three headings, quality, economy, and time required for publication, and begin with quality, we know that several things have been accomplished in this area. For example, our books have been made much more attractive and lasting by the use of the new vinyl cover materials, and the best part about this is that this has been accomplished without an increase in cost. In fact, we may find through experience that this lighter-weight material is more satisfactory, and, if so, the cost will then be even less than the present peroxylin coated materials.

Too, the study of Braille paper has resulted in the production of satisfactory Braille paper by six different paper mills. This particular research has been quite time-consuming; however, it has not been expensive, and it now appears that, within the next year, these mills will have attained what we might consider the best characteristics for paper to be used for Braille printing and reading. Although this phase of our research has been carried on without the support of the Library of Congress for the past few months, it is our hope that the Library will see fit to underwrite the cost of having these papers analyzed mechanically and chemically by the Bureau of Standards, and from this a set of standards prepared which will enable any Braille press to specify the type of paper best suited for our purpose and which will also enable the mills to produce this material.

Since we have now considered both the cover material and the paper on which the

Braille is embossed, the actual binding process should not be overlooked. One very interesting possibility in this area is a so-called perfect binding. This could be accomplished with the use of the BIA folding-machine process. Although study of this process has been dormant for the past few months, we hope to continue its development soon. A model of the machine which was built in Los Angeles will produce an accordion fold, but it is not arranged for continuous production. This, of course, must be accomplished before the process could be considered practical.

So far, our discussion has been concerned with only the printing and binding materials for Braille publications. However, it has been the feeling of the Braille Research Committee that a thorough study of the physical characteristics of Braille could very well result in a set of values which would be more readable, and therefore more satisfactory to the blind reader. Should these studies determine that the present values are the most readable, this information would still be of great importance since these present values were chosen arbitrarily. Following this reasoning, the Committee, working with the University of Kentucky, selected eight characteristics of Braille which at that time appeared to affect its readability. These characteristics are as follows: Dot height, dot radius, base diameter, spacing of dots within a cell, spacing between cells in a line, spacing between lines, brokeness versus unbrokeness, and full interpoint versus semi-interpoint.

Since the spacing variables seem to be the characteristics most likely to affect the readability of Braille, a study was undertaken with three values of these variables to be investigated. However, before the spacing study was begun, two preliminary studies were conducted. In one, the relative readability of full interpoint versus semi-interpoint was investigated. The second study was made to determine the affect of dot tip radius on dot height discrimination. Since these were relatively simple, short-term studies, they provided experience for the investigators in obtaining and testing blind subjects. Too, the interpoint study was necessary, as a closer line spacing requires full interpoint in order to prevent interference.

After completion of the three-level, three-variable spacing study, a follow-up study, using only five of the twenty-seven combinations, was conducted.

From this series of study, the following statements can be made: There is no difference in readability between semi-interpoint and full interpoint. The affect of dot tip radius on dot height discrimination is so slight that it can be due to chance. Differences in dot height of .001 inches could be detected 69 per cent of the time, while differences of .002 inches were discernible 79 per cent of the time. Dot spacing of .080 inches is inferior to either .090 or .100 inches. The standard dot spacing of .090 is slightly better. There is just a slight indication that the closer cell spacing of .123 inches is more readable than standard spacing. Line spacing of .200 is superior to both .163 and .300 inches.

These findings suggest that, since readers are so sensitive to differences of dot height, constant or varying dot height may affect readability. If this is definitely proven to be the case, an effort should be made to control dot height in all future Braille publications. Also, since cell spacing of .123 inches is just slightly superior to the conventional spacing, this value should be considered, especially since its use could decrease the size of Braille books by approximately 16 per cent.

Throughout this series of study, the apparent superiority or near superiority of the standard values suggest that these results might be due to practice. Another kind of Braille quite different might be just as readable as so-called standard Braille if the practice effect could be eliminated.

When we consider these results, along with the variables proposed for study several years ago, we note that only brokeness vs. unbrokeness and dot height remain to be considered. (It has been determined experimentally that base diameter cannot affect readability). These conclusions suggest that three more studies be undertaken: Dot height, brokeness vs. unbrokeness, and the practice effect, with the study of practice effect being the one which holds the most promise.

In an attempt to lessen the cost of Braille publications, we have been guided by the belief that the principles of automation in general should provide a more efficient means of producing Braille publications. Using this missle-age approach, but being careful to use

only those principles which have been proven practical, we may suggest that an ink-print book or magazine could be placed in the hopper of a machine or series of machines, and out the other end would come its counterpart in grade 2 Braille. It seems this system should accomplish at least two of the objectives outlined earlier: to decrease the cost and to lessen the time required for publication. In an effort to set up such a system, the various steps required have been set down in block diagram form. Those parts of the system which appeared to be most practical were approved for development; thus the tape-controlled Braille plate-embossing or stereograph machine project came into being.

With the cooperation of IBM, this first unit went into operation at the Printing House in October, 1956. It has been in constant operation since that time, with a sizeable number of titles being produced or transcribed into Braille through its use. Actually, it should be pointed out that, although this unit can be considered as part of this automated system, it is also a practical production unit, as has been proven through its use during the past two years. However, since this was an experimental unit, it was built as economically as possible, that is, the same units were used to punch the tape, to verify, and to control the embossing machine. After approximately a year of operation, the results of this experiment were so promising that this information was conveyed to IBM, with the recommendation that the system would be far more effective if it could be converted into a three-unit production system, instead of the single-unit experimental system. This change would permit the use of two full-time operators and a consequent 100 per cent increase in production. As a result of this suggestion, IBM furnished the diagrams, the engineering, and the parts; thus, this separation was undertaken in February of this year. In June these units were put back into operation with two full-time Braille transcribers.

Using this machinery as it now stands, one girl operates a Braillewriter, placing on a standard sheet of Braille paper the correct translation and format desired in the finished book. The equipment is so designed that this information is recorded on a standard eight-hole punch tape. When either a volume or book is completed, it is then transferred to the verifying unit, where a second operator carries out this same procedure, except, in this case, she not only is embossing a page and punching a tape, but she is also mechanically reading the punch tape. In other words, she is merely transcribing the book on paper while the machine is comparing her translation with that of the first operator. You can readily see that this method of verifying provides a higher degree of accuracy than that obtainable through proofreading. Of course, this system requires two people who are trained for translating into Braille. However, when it is considered that two people are usually required for proofreading, that is, a proofreader and a copyholder, the cost is apt to be in favor of the new system.

Since this step in the automated cycle seems feasible, we have now embarked on the next logical step, again working with IBM. The plan for this step is to use a standard typewriter keyboard as a means of converting the printed copy of a book, magazine, or manuscript into a language the machine can understand or manipulate. As in the other system, this information would be carried in either an eight-hole punched tape or on a standard IBM punched card. When a book has been completely transcribed, these cards, or the tape, would be placed in one of these giant electronic computers which has been previously set up to translate this information into grade 2 Braille. The output of this computer would again be either punched tape or punched cards. The tape would, of course, fit directly into the system we now have in operation here at the Printing House. Now let us see what can be accomplished with this system.

It is generally agreed that a much higher rate of speed is possible by typing than can be obtained on a Braille keyboard. Again, this work can be done with an accurate typist.

When the cards, or the tape, as the case may be, are completed and received back at the Printing House, they would have the information in Braille grade 2, and the next step would be to place these tapes on our tape-controlled embossing machine. Eventually, several of these machines would be in use and could be operated by one semi-skilled person, since it would only be necessary for this person to place the plates in the machine, turn

them when necessary, and to be sure that the tape reader had the tape in reading position.

When we consider the cost of this operation, it is reasonable to assume that the cost per word is apt to be much less with a typist, since the speed is so much higher than it would be with a Braille transcriber. However, one other factor which seems to far outstrip the reduction in cost is the extreme flexibility of this system. I am not quite sure how this system would fit into the program of the small presses —I just haven't thought it through. However, I would like to point out just how it might work at the Printing House.

Let us suppose that, in the spring, when our school orders are heaviest, we either use typists from every department at the Printing House where they are available or hire a group of typists temporarily. You can readily see that the number of people would depend on the space and the number of machines available. Assuming that a good typist can type at the rate of fifty words a minute, and also assuming that the average word has five letters and a space, I think we can assume that these words would be equivalent, or these six-character words to be exact, would be the equivalent of five-space words in Braille. If such is the case, a standard Braille plate would contain 180 words. Following this reasoning it should be possible to duplicate or to place on the typewriter keyboard the equivalent of a Braille page in three minutes' time, or the equivalent of twenty plates per hour. Let's divide this figure by two since we must verify this information, thus we still have ten plates per hour —the equivalent of eighty plates in an eight-hour day. Let's again be reasonable and cut this figure down to fifty plates a day. I doubt that there are many Braille transcribers who can produce the equivalent of fifty plates a day. Then, too, remembering that we are using here a typist, we can multiply their efforts by as many people as we deem practical, and the product of these typewriters, whether it be tape or punched cards, can be converted into Braille in an amazing period of time. It has been suggested that the work of all of the twenty-odd operators at the Printing House could be duplicated in less than an hour's computer time. After the conversion, three, or possibly four, automatic embossing-machines could be used to convert the information punched on the cards into Braille on the metal plate.

Up until now we have been talking in terms of paying salaries for typists, assuming that the computer time would have to be paid for and also that a paid operator or embossing machine-operator would be required. Although we do not want to get carried away by this idea, we have learned that IBM maintains a pool of operators and machines so that the work-load on these machines is distributed most efficiently. If we found it possible to make our work part of this work-load of the machine pool, these machines and operators might be available for this translation job at practically no cost. However, this later step is strictly visionary.

Here, too, I believe we would accomplish the ultimate in providing Braille books and magazines with the minimum of time between their approval for publication and the finished product.

Going back for just a minute to the idea previously suggested — that these individual projects are part of a proposed system — let us look into the future a little. Just what could happen a few years hence? We know that many dollars are being spent on the development of reading machines. Many of you are familiar with the series of reading machine conferences which have been held under the auspices of Dr. Murphy of the Veterans Administration. Through these conferences and the effort being put into the development of these reading machines, I feel certain that one of these days a practical reading machine will be available. However, whether it can be practically applied to our production of Braille is only a guess. If, on the other hand, we let our imagination run wild, and we see that ten years from now a practical reading machine is available, this operation of putting an ink-print book into a slot and having its finished Braille counterpart come out the other end in grade 2 Braille seems quite possible. I cannot say that within five or ten years this proposed system will be in operation. It may be possible but entirely impractical. Nevertheless, we do know that tape control has been used in industry for many years now, and that it is becoming more and more practical. Too, with our tape-control project under way in Louisville, it certainly seems a lot more pos-

sible than it did a few years ago.

At this time, I should like to take the opportunity to express my personal appreciation, and that of other staff members of the Printing House, to IBM for their effort and cooperation which have gone into these projects. If this research had to be paid for at commercial prices, this work would be totally impossible. Since the origin of this project, we have received complete cooperation from Mr. Watson, the President, on down to the Engineers, Programmers, and technicians. Each of these individuals has indicated a personal interest in this project, and for this we are most grateful.

I should like to take a minute to discuss two quite different, although closely related, projects which are now under development. I am sure you have heard of the plastic-plate process which was developed in Louisville. We are now in production using this method, and although this does not solve all of our problems, this system does provide a means of producing or duplicating one-side Braille with a number of duplicate copies. As you know, with this system, in its present stage of development, we need good Braillewriter copy or its equivalent. I am sorry to say we have not been able to reproduce slate copy satisfactorily. We are still working on this, however, and we hope to improve this in the future. I can see no reason why it cannot be eventually accomplished. Please remember that this is a duplicating process and there is some loss of dot height; however, it is encouraging to know that most of the folks who have seen this process feel that the Braille is satisfactory.

Now to the other project: I have word from England that they firmly expect to have the solid-dot process in full operation some time during the month of September of this year. Along with this information, I am told that the sensing device with which they experimented several years ago is still under consideration. It is their feeling that this device is entirely practical, and they plan to continue its development when the solid-dot press begins operation. Should this development be continued, and I certainly hope it will be, we will then have the means for reproducing Braille of the highest quality regardless of how it was originally produced. I hope that the English, or someone else, will see fit to continue this development at least to the stage where its practicality is definitely determined.

When, in the future, these different projects have been concluded, it seems to me we will then have methods of producing either a few copies or a great many copies of high quality Braille, with the minimum amount of time between approval for publication and the time the book can be put into the hands of the reader.

PROPOSAL OF A LIBRARIAN'S AND PUBLISHER'S QUARTERLY

Nelson Coon, Librarian

Perkins School for the Blind, Watertown, Massachusetts

I would like at the outset of my remarks to make the comment that I am talking on this subject at the express invitation of our deceased Chairman, Mr. Beath, who wrote me along in the winter to say that he thought it might be helpful if I could resume publication of the bulletins which I circulated to the regional librarians when I was Chairman of

Group H, and wondered if I would like to outline the purposes and content of such a revived bulletin in a short talk at the meeting today. This I am happy to do.

The purposes of such a bulletin would be simply to present information which would expedite and assist the work, not only of the regional librarians, but of those people with whom we work so closely—the publishers, the transcriber groups, recording agencies and the book-distributing units. It would be proposed to issue such a publication in simple, offset-printed form, only quarterly, and every effort would be made not to overlap on any other information medium, such as the bulletins issued by the Library of Congress or the American Foundation for the Blind.

We all know that there are many small tid-bits of how-to-do-it information that could be passed around: methods of circulation, labor-saving devices, locations of special types of books, and the like, and also that none of us know too much of what the other fellow is like or is doing.

Hence, I would propose that such a publication as I envisage would contain items along such lines as these:

Practical ideas of library functioning.

A binding and repair clinic.

Advise to librarians from publishing houses (and vice versa).

Helpful hints on the repair and servicing of machines.

Discussions of forms and form letters.

Methods of pushing little used books.

A book-exchange column.

Notes on conventions and meetings of librarians, transcribers, etc.

Biographies of publishers, librarians, and their sponsoring organizations.

Humorous orders and correspondence.

Question box.

Discussions of the merits of various books from the standpoint of *our* readers, including the passing-around of readers' comments.

Notices of coming events.

Etc., etc.

The publication dates would presumably be the months of September, December, March and May. It would have to be understood that such a publication would only be possible through the cooperation of the various interested readers, who, perforce, would furnish the information to put in it.

As to the cost of financing such a publication, it should not be too great, and I am able to state that, if I should be asked to continue the previous series of bulletins as discontinued in 1957, that I can take care of this small cost from special funds available in my own library.

It is, of course, entirely for the membership of Section H to determine on the advisability of such a publication being issued, and how it should be handled, but, in presenting the foregoing remarks, I have outlined what I think was in the mind of Mr. Beath when he asked me to be a member of this panel.

WHAT CAN BE DONE ABOUT THE NON-CONTRIBUTING AREAS?

Charles Gallozzi, Assistant Chief, Division for the Blind
The Library of Congress, Washington, D. C.

When the Library of Congress set up the system of regional libraries for the blind as a result of the Pratt-Smoot Act, there appeared to be no doubts in anyone's mind as to the advisability of the plan. Libraries which already had been servicing the blind to more or less limited extents were eager to take advantage of the opportunity of becoming depositories for additional books produced at Federal expense. Others agreed to enter the program, starting from scratch, apparently accepting the territory assigned to them without misgivings. In a couple of years the number of such regional libraries reached the total of

28, and has remained at that figure until today.

Braille is both bulky and durable. Talking Book records, while not as bulky, nor as durable, are much heavier, and proved to be so popular that statistically they became the chief concern, not only of the libraries but of the entire program. The costs of housing and administering these growing collections have been constantly increasing and in many instances have posed serious problems. In several areas of the country, these problems have been solved quite satisfactorily; in others they are being given careful consideration and will no doubt be handled appropriately very shortly. In a few areas the problems are recognized but as yet nothing has been done.

In addition to the 28 regional libraries for the blind now in operation, two new ones are scheduled to start functioning within the next month or so. This total of 30 libraries covers six different organizational types: 11 of them are parts of municipal public libraries; 14 are in state-supported organizations; 2 are in privately supported organizations; 1 is in a county library; 1 in a territorial library; and 1 is in the Library of Congress.

The territorial library is in Honolulu. Since it is supported by the area it serves, and relatively speaking it is a small operation, it does not present the problem of a local library serving a large area outside its tax jurisdiction. It has long been recognized that the regional library for the blind in the Library of Congress has been serving four states and the District of Columbia at Federal expense. This is no more justifiable than serving one or more states at the expense of a single city. Accordingly, two libraries are being organized to serve the four states involved, and to be financially supported by those states. The Library of Congress will continue to serve directly the District of Columbia, which is a Federal area, and will also serve as a national library by supplementing the regional libraries in every way possible. Through its extensive program of hand-copied Braille, its depository collection from the American Printing House for the Blind, its archival collection of Talking Book records, and through purchase, it will maintain as complete a collection of books for the blind as possible. When the reorganization of this national collection is completed, the specialized interests and needs of individuals in any part of the country can be met far more adequately and promptly than has as yet been possible.

The one regional library which is part of a county library serves only the residents of that county. For practical purposes this presents no problem. However, if library services to the blind is considered the financial responsibility of the states, there is the question of whether this county library should not be reimbursed by the state for its services.

Of the two regional libraries in private organizations, one is being satisfactorily reimbursed by the states which it serves. The other has made no serious attempt at seeking such reimbursement and to date has given no evidence of the existence of a financial problem.

Of the fourteen state organizations housing regional libraries for the blind, five serve only their own state and six others have or are working on agreements with the neighboring states they serve so that they can be reimbursed on a contractual basis. It can safely be said that these eleven libraries are, or will shortly be, on a sound financial basis. The three remaining states are New York serving Vermont, California serving Nevada, and Georgia serving Alabama, with Braille service going also to Florida. Statistically, the number of readers in Vermont and Nevada represent but a small fraction of the total number served by New York and California. While there is no question that Vermont and Nevada should assume their financial obligations, the costs involved are relatively small, and cannot be considered serious problems to the two more populated states. In the case of Georgia however, it can be felt that an appreciable portion of the budget for library service to the blind is being expended on providing complete service to Alabama and Braille service to Florida without reimbursement. Contractual or other arrangements to correct this situation are clearly in order, though as yet there is no indication of such steps having been initiated.

It is in the area of the eleven municipal libraries that most of the real problems exist. Three of these libraries have already worked out satisfactory arrangements. The library in Portland, Oregon, reports that there is no serious problem since most of the readers are

within the immediate area of the library, and traditionally the Portland area has assumed the responsibility for several state-wide services. The New York Public Library serves, in addition to New York City, the blind residents of Long Island, Connecticut, Puerto Rico, Canal Zone and Virgin Islands. Long Island and Connecticut are the two areas with enough readers to justify reimbursement. If the idea of state financial responsibility for library service to the blind is really put into effect, then practically the entire costs of the New York Library for the Blind should be absorbed by the states of New York and Connecticut. As yet there has been no indication for the need of such action, nor of the existence of financial problems.

The remaining six libraries in Chicago, Cleveland, Denver, Philadelphia, Pittsburgh and St. Louis are faced with problems which have either prevented complete development of their services, or have caused them to carry on at the expense of other, and equally important, local services. All of these libraries are serving states which can well afford to finance library service to the blind. For more than twenty-five years these states have been reaping the benefits of a free service. In no case would the present cost of even improved service run as high as $40,000 a year for any state, with most of them well below half of that figure as the estimated cost. It is to be seriously doubted that any of the states involved can honestly claim not to be in a position to assume these obligations, which for more than a quarter of a century have been absorbed by single municipalities within them.

The subject of Federal Aid to the states to enable them to adequately finance library service to the blind has recently been raised. The Federal government is already providing in books, talking book machines, free postage and other services more than three times the total cost of administering all the regional libraries. It is difficult to justify any plea for Federal help in financing these libraries, particularly since in many cases the cost involved is so small. A poll of the administrators of the regional libraries indicates a majority feel that direct Federal grants are unwarranted. The SURVEY OF PUBLIC LIBRARY SERVICE TO THE BLIND completed in 1956 clearly recommended that this service is a state responsibility. It also included the possibility of Federal grants-in-aids where states could not afford to finance the service themselves. The fact remains, however, that those states in which the libraries for the blind are currently facing serious financial problems are not among the few which could reasonably call for Federal help because of inadequate state income.

WHAT OF 16 RPM?

John W. Breuel, Director
Division of Technological Services
American Foundation for the Blind, New York, New York

I have been asked to speak today on the subject of 16-2/3 rpm recording. This presentation will not confine itself to this single speed, for I believe you will be interested to learn of the research being conducted on 33-1/3 rpm as well.

Some of you may recall that the question of 16-2/3 rpm recording was raised at the meeting of this group in Chicago last year, and that the Chair asked if I could shed some light on just what, if anything, was happening. I reported that experiments on 16-

2/3 rpm had been conducted, and that the results were highly successful, but that experiments with a 8-1/3 rpm under a research and development contract with the Library of Congress looked so promising that it appeared wise to officials of the Library and the Foundation to explore 8-1/3 rpm exhaustively before making a final decision as to the speed best suited to the Talking Book program.

In order to give you as clear a picture as possible, the more recent research relative to this program which has been conducted to date is set forth herein in chronological order. The term "more recent" is used, since research in low-speed speech recording has been going on for many, many years. Indeed, some British Talking Book records of the late 30's revolved at 24 rpm. But, to get to the more concerted efforts of persons interested in providing recorded reading material to blind persons in a more economical and compact form, at the November, 1956, meeting of the Foundation's Technical Advisory Committee, the Committee suggested that we subcontract for development of an 8-1/3 rpm record. They also recommended that, since we had suitable equipment on the premises for conducting similar research, that we carry on experimental work along parallel lines. Following their suggestion, we subcontracted with CBS for the development of an 8-1/3 rpm record and reproducer. In March of 1957, members of the Foundation's staff and Technical Advisory Committee appeared before a group of officials at the United States Library of Congress to demonstrate the record developed as a result of this subcontract. At that conference, the Library agreed that further exploratory work should be done on various types of records and, that in any event, a thorough field test should be conducted before any decision be made as to what size, speed or pitch record finally would be adopted. Meanwhile, the Foundation continued experimental recording in its own laboratories.

In a meeting held December 13, 1957, the Technical Advisory Committee recommended that we discontinue active work in the area of extra-long-playing Talking Book records, in accordance with the policies set forth in the American Foundation for the Blind's Technical Bulletin No. 2, (This bulletin in essence stated that, in view of commercial concentration in the field of magnetic-tape recording and disc recording, the Foundation might better direct its technical staff and resources to looking into devices which might be of some value to the blind which were not currently being explored so intensively commercially). However, much of the groundwork for a highly compact Talking Book record had already been accomplished in our own laboratory, and, in order to complete the project launched early in 1957, Mr. Levens, the director of the Foundation Bureau of Talking Book Services, volunteered to continue to assist with development work after hours. Tentative standards which were evolved in this work are set forth below:

1) 12″ in diameter.
2) Recorded at 8-1/3 rpm.
3) Crossover, 350 cycles.
4) Recorded at between 350 and 400 lines-per-inch.
5) Cut with standard microgroove recording stylus.
6) Starting diameter 11-1/2″.
7) Terminal circle 3-3/4″.
8) Recording velocity 2 cm per second.
9) Standard center pin size.
10) Record thickness approximately .050″.
11) Approximate record weight 5-1/2 ounces.
12) 3 db diameter equalization at each of the following diameters: 9-1/4″, 8-1/4″, 7-1/2″, 6-3/4″, and 6″.

Records made with the above specifications have a playing-time of three hours per side, thereby enabling the average book to be recorded on two double-faced 12″ records as compared to the present 13 33-1/3 rpm records for the same material. Should this record prove practical and desirable from all points of view, there is this to report regarding the comparative economy. Preliminary estimates of the cost of producing the average book ordered by the Library of Congress in this form indicate that we can make them available in suitable shipping containers at a cost of not more than $4.50 per book, provided quantities of 250 to 300 boks are ordered of each title. This cost for a two-record set compares with $22.10 in cost for the same amount of recorded material currently being supplied to the Library in the 33-1/3 rpm version in 13 records when ord-

ered in average quantities of 175 copies per book. The $4.50 cost would be reduced to not more than $2.75 per book if ordered in quantities of 2,000 copies or more of each title.

We were happy to learn, through an informative bulletin published by the Library of Congress on June 23rd of this year, that the Library had launched a research project to be conducted by Recording for the Blind, Inc., for the purpose of field-testing 8-1/3 rpm records and players which are to be produced by CBS Laboratories.

The question of "What of 16 rpm?" and, for that matter, "What of 8 rpm?" can only be answered by the adoption of one or the other by the Library of Congress. Obviously, neither can or should be adopted until the Library has carried out the thorough field-testing which any major departure from a standard so long established necessitates.

I personally prefer to witness tangible apparatus in operation rather than listen to over-lengthy discourses concerning its purported merits. I believe you people feel the same. Consequently, we have brought to this meeting the records discussed in this report, together with suitable playback machines for the purpose of demonstrating them to you "in the flesh," so to speak. In this demonstration you will hear an 8-1/3 rpm record, a 16-2/3 rpm record and the 33-1/3 rpm record currently in use.

First, the 8-1/3 rpm record will be played on a highly modified commercial phonograph. This machine is not represented as a prototype for use in the Talking Book program, but merely to show some of the possibilities of reduction in cost, weight and size over the Talking Book machine currently being manufactured for the program. Next, this same 8-1/3 rpm record will be played on a Model D Talking Book reproducer modified only to give a turntable speed of 8-1/3 rpm and 33-1/3 rpm. *Note:* Model D reproducers are equipped with a dual-speed turntable capable of 16-2/3 rpm and 33-1/3 rpm. The modification is effected by sacrificing the 16-2/3 rpm speed.

The Library of Congress recently ordered a 16-2/3 rpm recording of a book previously recorded at 33-1/3 rpm. This will be played on a standard Model D Type reproducer. Finally, the 33-1/3 rpm version of the 16-2/3 rpm book will be played.

At this time I would like to introduce to you the Foundation's Director of Talking Book Services, Mr. Leo M. Levens, who will conduct the demonstration. Mr. Levens and I will be happy to answer any questions which you may have concerning the record demonstrated.

BEST SELLERS AND SCIENCE THROUGH RENTED TAPES

Frank G. Buery, President

Best Selling Books for the Blind, Phoenix, Maryland

I am certainly in distinguished company this afternoon. I would hate to try to estimate how many years of library service to the blind are represented by the previous speakers. Come to think of it, they would probably hate to have me try.

In contrast, Professor T. A. Benham's Science for the Blind has been in operation only since 1955, while Best Selling Books for the Blind opened shop on May 15, 1957. These two organizations, as newcomers to your field, greatly appreciate this chance at being represented before you.

Even a rookie like me runs into occasional

off-beat experiences which liven things up a bit. Not long age we received an inquiry from a lady in a middle-sized eastern city who thought her husband might be interested in some of our tape-recorded best sellers. We sent her the customary information, including of course, a complete list of the books available.

After some weeks we got a letter from her saying, in essence, that while the idea of the service was a good one, she thought our list leaned too much to the sordid and sensational.

Well, now, the last thing I wanted was to have us known as "Dirty Books for the Blind." I wrote her a long letter acknowledging that, undoubtedly some of our books had been written and published more for the sake of sales than with a view to increasing the world's store of literary treasures. However, I pointed out, it was the sighted public which made these books popular, and we simply wanted to make available to the blind the works everyone else was reading and talking about. I called her attention very carefully to some of our more serious books, such as THE BRIDGE AT ANDU, Sir Winston Churchill's HISTORY OF THE ENGLISH-SPEAKING PEOPLES, and (above all), STAY ALIVE ALL YOUR LIFE, by Dr. Norman Vincent Peale.

In due course we received the gentleman's application for membership. Accompanying it was an order for four books: COMPULSION, PEYTON PLACE, THE PHILADELPHIAN and THE ANGRY MAN.

On the off chance that there are some among you who are unfamiliar with tape recording, let me say just a word about the process. The tape itself is a quarter-inch wide and extremely thin; some grades of tape are so thin that nearly a half-mile will fit on a reel 7 inches in diameter. One side of the tape is coated with oxide. When it is run through a recorder, the oxide surface is next to the recording head, which transmits magnetic impulses to the tape. The oxide surface retains these impulses so that they are reproduced when the tape is run over a play-back head. Because there is no friction of the type you find when a phonograph needle passes through the groove of a record, tapes may be played indefinitely without losing any of their fidelity, and the material on the tape may be erased and rerecorded numberless times.

Please do not expect me to tell you any more than that about the technical side of things. To switch an old joke into a hypothesis, if Tom Benham and I know everything about tape recording, that's one of the things he knows.

So far as I have been able to learn, Tom Benham pioneered in offering recorded tapes to the blind public, presenting material otherwise unavailable in recorded form and charging enough to make the project self-sustaining.

His original project, and the one for which there is still the most demand, is a monthly taped digest of general science articles called *Science Recorded.* Every month, in addition to his academic duties at Haverford College, Professor Benham receives many tapes of science articles which have been prepared by volunteer readers. He edits these into a three-hour master tape and prepares enough duplicates to serve his 400 to 500 readers. His duplicating equipment, which is worth a separate speech, will make six copies of a three-hour tape in 22½ minutes. This he built himself. Professor Benham is blind, by the way.

The rental fee for these tapes is $10.00 a year, and each reader is expected to return his tapes for rerecording after he has read them. In fact, if a reader's first tape has not come back to Haverford after his fourth tape has been sent out, he never gets the fifth. The stuff costs plenty, you know.

As if this were not enough to keep one man busy, Science for the Blind has recently started another monthly taped publication, *Timely Topics,* which includes material from *Time* magazine and the *New York Times* and is designed for the lay reader with a non-technical interest in science. I wonder where they get that name for it.

Still with me? In addition, Science for the Blind has issued over 80 so-called extras, ranging from lengthy articles to full-length books. These represent material which will not fit into either of the regular publications, but is nevertheless deemed worthy of the attention of blind people interested in science.

While Tom Benham was getting Science

for the Blind established, I was discovering a fascinating new hobby. A close college friend of mine, Mr. Bruce McConnell, was blinded about eight years ago, and I began reading books on tape for him — books on the best seller lists which were not available as Talking Books. (Please, by the way, do not construe anything I have to say as in any way critical of the Talking Books program. As I will show, we are trying to supplement that program, rather than compete with it in any way. Mr. Patterson and Mr. Bray, and their co-workers at the Library of Congress, have been wonderfully helpful to us, as have Dr. Barnett and Mr. Arthur Helms at the American Foundation in New York. It would be impossible for me to feel any deeper admiration or gratitude towards them all.)

I don't suppose you ever know how these things get started. I can't tell you whether it was Bruce's idea, or mine, or whether it just spontaneously generated at the bottom of a martini glass. Anyhow, the next thing we knew, we were seriously exploring ways and means of spreading out. After all, it seemed a shame to record book after book and have just one person enjoy them.

Along about this time we ran across a description of Science for the Blind in *Talking Book Topics,* and we made an appointment to lay before Tom Benham our scheme for starting a rental library of tape-recorded best sellers, specializing in titles which were not to be made into Talking Books. He was encouraging without being a pollyanna, and gave us invaluable advice, both from the technical standpoint and with regard to the practical problems of circulating tapes to people who would be strangers and, in many cases, unfamiliar with tape recorders. (One of our members, in fact, sent in his application, together with the $25.00 refundable initiation fee we require as a deposit on the tapes, and ordered several books. He said, however, "Please don't send my first book until I tell you; I haven't got my recorder yet.")

I think it's safe to say we'd never have gotten off the ground without Professor Benham's help. We're very much pleased that he has continued his active interest and is a director of Best Selling Books for the Blind.

We formed a non-profit membership corporation and, from the readers of *Science Recorded*, and through publicity in Talking Books Topics and several other periodicals in the blind service field, we have acquired nearly 50 members in a little more than a year.

Here's how we operate! We have no minimum requirements, as a book club might; we're strictly a demand rental proposition. We guarantee our members that our library will be increased by two new books a month, the most popular from which we can get permission. Since our forty-second book will be released on August 1st, we've been able to exceed our guarantee comfortably. (I've recorded most of our books, by the way; the exceptions have been the first-person feminine narratives which have been recorded by my mother, who is a much better reader than I.)

In nearly all cases, we charge the list price of the book, plus approximately 10 per cent, for two weeks' use of the tapes. That 10 per cent is a royalty to the copyright holder; it was the consensus of the more than 30 publishers with whom we have had contact that, since the blind members were actually going to pay for the service, even though we were non-profit, it was fitting that a modest royalty be charged.

Until we get to know a new member (and you'd be surprised how well we get to know some of our members through the mail), we send out just one book at a time, and do not send Book No. 2 until we've gotten Book No. 1 back. When and if it seems indicated, we offer to put members on a regular schedule—whatever schedule suits their convenience. A number of our members have taken us up on this proposition, which does away with long waits between books, while the mails are sending them back and forth.

You might be interested in knowing that we haven't lost a dime through misappropriated or damaged tape. No one has made off with a thing, and every member has cheerfully acknowledge and paid for damage that he has caused. I don't think the total damage has run to $25.00 since we've been operating.

Now if I'm to serve any purpose for you folks aside from killing time until an acceptable cocktail hour arrives, it will be by passing on the conclusions I have reached after a brief but intense period of activity in your field.

I thought when we started out that our primary appeal would be in offering today's popular books which were not available elsewhere in recorded form. Perhaps it is; we haven't been able to hire Dr. Gallup or any of the other motivated researchers to find out for us. I know, however, that we have a very strong secondary appeal — indeed it may be our primary appeal in many cases. That is simply the fact that we use tape. The ease and convenience for the reader, the way in which the quality of the sound holds up after repeated use, and the speed with which we are able to duplicate copies, even using equipment far more rudimentary than Professor Benham's, add up to what is apparently a pretty attractive package for a certain class of reader.

I was astounded at the graphic proof of this we have received. First, through my misunderstanding of a telephone conversation with our good friend and great source of strength, Mrs. Pauline Bollenbacher of the Library of Congress, we released Milovn Djilas' THE NEW CLASS when it was to be made into a Talking Book. (You never know what kind of misunderstanding can arise out of a ten-party line such as we have.)

As soon as we learned of the blunder, we told our membership of the situation offering to refund all rentals already paid and to cancel all orders. No one asked for a refund, no one cancelled an order, and several ordered the book *after* getting our message.

This set the brain to functioning, after its fashion, and we took a poll of our membership asking in effect the following question: If you knew that Best Selling Books for the Blind was offering a moderately priced book in which you were interested, and that the same book would eventually be available as a Talking Book, would you pay our rental fee, or would you wait for the Talking Book?

Over 60 per cent of the membership replied, and by better than two to one, they said they'd rather pay for the taped book!

Now I know that statistically that's a minute sample. I think, however, that it's still pretty much of an eye-opener. Think of people expressing a willingness to pay for my voice when they can get Alexander Scourby for nothing!

Seriously, I believe that this is just one more indication that, for a certain segment of our blind population, tape offers many advantages. Our costs are high; everybody's costs in the tape field are high. I hope that you people will encourage the research and development that will bring those costs down. I would like to, and I believe I will, see a day when taped books are available either at reasonable cost or free to every blind person who wants them. If, when that day comes, I am part of the picture, nothing could make me happier. If things should work out otherwise, I shall still be grateful for my associations with you people and proud of the small part I've been able to play in stirring up interest.

Thank you very much for your hospitality. If any of you have any questions I shall be glad to tackle them to the extent that time and my ability will allow.

GROUP I

FUNDAMENTALS OF SALESMANSHIP

Art Bissonette, Sales Division
General Electric Company

It is certainly a pleasure to be invited to participate in the program which has been planned for this Convention.

I have had an opportunity in the last two months to learn a little about the work which is being done in your field, and I share a mutual interest. First of all, I should like to welcome all of you here in the name of the National Sales Executives Club. We have our Club in Ohio, which is an affiliate of the National Association of Sales Executives in the United States, and our purpose is to pool together sales managers, promotion managers and those people interested in developing themselves as salesmen, to participate in a club where we share common experiences. Many of you are in cities where participation in the National Sales Executives Club would be beneficial to you, particularly to those of you who are concerned with the training and development of salesmen, or saleswomen, as the case may be.

We are going to talk about something that is extremely important to all of us — how to make money — and before starting I should like to ask just a couple of questions. The first, and I should like to have a raise of hands on it, how many of you folks have had any formal sales-training experience? Thank you. We have 7 in the house who have had formal sales-training experience. Now how many of you have had, let us say 5 years, no I shall go back a little bit, how about 20 years of sales experience in the field; how many people have had that much experience? Seven. All right, now how about 10 years? Five years? How many of you have had less than 5 years of sales experience or sales work? Thank you.

One of the things that is interesting here is that the group is pretty equally divided. Some of you have had many years of experience and some of you have had relatively few years. Now, one of the things that we talked about in preparing for this program was to discuss sales, but not in the parlance of past years when selling was a peddling profession. Selling is a profession; it is a profession which in the last ten years has become dynamic. Frankly, it is a field in which you can do so much so quickly, and in which you can become adapted to good proficient selling with training and guidance.

Many of you are faced first with training people to sell. Some of you are selling yourselves in different types of stands, different types of food and refreshment concessions. I would like to direct our thoughts for this evening to both groups and, rather than get on the bandwagon and tell you that the big smile is the thing that makes for beter selling, where the personality kid is the kid that really makes the sale, I should like to talk about money. I should like to talk about it in terms of how each of you can increase your earning power. Now C-A-S-H spells money. I should like to take the liberty this evening of spelling it K-A-S-H, because each of you can carry home a training and selling technique based on these four letters. Let us start with the "K." We start with knowledge and, basically, the salesman today that is merely standing behind a counter waiting for someone to give him money is going to be lost in the race, because it is necessary that knowledge be imparted by the salesman and be recognized and known to the customer.

Knowledge should be thought of in two ways. First, there is the technical knowledge of the product; second, there is the knowledge of the use or the application of the product.

Basically, what are we talking about? Let us suppose that you are selling dictating machines. From a knowledge standpoint it would be necessary for you to know all of the mechanics of that machine. Basically, you should have an understanding of the science of sound-recording, and you should have the ability to tell the prospect why one at so many more revolutions is superior to some other machine, and if you went out and sold on what we would call "machinitis" you would sell a few dictating machines. But really if you sat back and thought about it, the best way to sell dictating machines would be to sell the benefits of those particular machines. First of all, if you were to show the prospect that to dictate a letter there are three function; first you want to dictate a letter; secondly you ask a secretary to come in and you dictate the letter; and thirdly she has to transcribe it. These are three functions. If you can show the customer where he can save money by saying, "Here, look, here's a dictating machine and you can dictate to your heart's content and, incidentally, you're not going to have to go running down the hall to a powderroom or to a coffeeroom to find your secretary in order to give dictation; the machine's there, and the secretary can do the transcribing by the time that you want it." By selling these benefits, you could probably enlighten the prospect to buy your product because he would see an opportunity to save time and money.

Let us use an example with your own work. Many of you are in food and refreshment concessions; many of you have customers who will buy a product with a knowledge of what goes with that product. It is the companion product that you can direct the customer to buy. It is the same approach that the restaurants use when they sell ham and eggs, cheese and crackers, etc. A knowledge of each of your products can help you to sell. Elmer Wheeler has proven this by the fact that he has proven that people never buy pickles; they buy a pucker. People do not buy cheese; they buy tang. They do not buy a steak; they buy a sizzle. Who would ever thing of eating a dead cow? Find a reason why the product that you sell would be appealing to the customer that you are selling it to, and best of all, and I say this to you because I was in the food business for a short time, one of the hardest types of people to talk to in some cases were people who ran concession stands. You know why? They know everything about a concession stand. Believe me, you really know the score. We try to introduce a product and they might have the time to listen but then again they might not. I would never accuse any of you of that really. But it does happen because you are busy people. But I would commend each of you from a knowledge standpoint to listen to the salesman and to the merchandisers who are providing the merchandising, promotional and product tools for you. Now let us go on, we started with Kash and talked about K.

The next letter in that word is "A." Let us talk about what it stands for—"attitude." One of the things that helps all of us when buying something is to buy from someone who is pleasant, who can answer our questions, who can give us the change, and get us on our way quickly. We have been exposed to, and I think sometimes spoiled by, the supermarket type selling that we have had in the United States for many years. It is here. So, since the customer wants that kind of service, those of you who must serve that customer must give it to him, even though you could have gotten up on the wrong side of the bed. And you must be pleasant and enthusiastic about it. We must talk about attitude because, basically, this is one of the most important functions which you have to sell. If you are the type of a person that people like to say about, "My, he was so pleasant and so nice and interested in his work," you send them to work with a smile on their faces for their boss to live with. On the other hand, if you happen to be one of that very select few that becomes known as grumpy, or you have always got a problem which you like to pass on to your customers and neighbors, you can spoil the day for fifty people. You would be amazed at how far attitude can go toward setting the day right for someone. One of the hardest jobs that you are faced with is being at that shop every morning. It means that there are 280 days for you to greet your customers in the morn-

ing and 280 times at noon. It means that your attitude and your presence of mind can create a tremendous amount of goodwill.

I started with "knowledge," because that is the foundation, and when you place "attitude" on top of it, you have a tremendous edge in greeting your customers. Take a moment to say good morning, and when a customer askes for cigarettes, ask him if he would also like a candy bar; that is an extra nickel or dime. Always be in a position to say something positive and to be selling. The selling atttitude pays off. If someone asks for a Coke, do not ask them if they want a small one; sell them a big one and get their dime.

Let us go down to the third part of our method of selling — "S" for skill. No ballplayer would ever think of going out and trying to play a game not having played once in a year; he practices; he becomes proficient. Skill, basically, is a technique that can be learned. One of the best media of imparting skill is through supervision. Supervisors should know and should pass on to their people the know-how and the do-how for a product. There are several other things that can help you to develop skills. First of all, skills would normally come from copying or patterning someone. There is a book called the AMERICAN SALESMAN. There is material in this book that could be passed on through your supervisors to the people that you do business with. This book is put out by the American Salesman Company, 353 Fourth Avenue, New York 10. Another book useful for developing skills is a book called SALES MANAGEMENT. That is a New York publication. Another book that can be tremendously helpful to many of you folks is the MARKETING JOURNAL. All of these manuals today are studying the techniques of other companies; they are not written by professors. I talked about skill, because one of the best techniques that each of you can acquire is to pattern some of your work after people who have been successful. And I commend these various manuals to you. I also commend to you the salesmen who call on you. You might surprise him the next time a salesman calls on you, by asking him how he can help you sell more merchandise. He has been trying to tell you this every time he has called. For instance, you might have the same products on your counter now as you had five years ago and you know that customers come up and are used to finding them in the same place. What a surprise for you to completely disrupt the counter and put the Life Savers some place else and have some one ask for them. Now you may think that you are going to lose a sale, but really you are not, because if that person wants Life Savers, he has been eating them for the five years you have been there, and you are the only stand in the place, believe me he is not going to walk a mile to get Life Savers. They might walk a mile for Camels, but not for Life Savers. When a customer asks you for Life Savers why not suggest something else to him—show your customers something else for a change. Be different. It takes skill to be different. It takes skill for you to merchandise something, and it takes skill for you to accept the help and the cooperation of a salesman.

Now let us go on. We have talked about knowledge; we have talked about attitudes; we have talked about skills; now we will talk about habits. Some of you may say, "I have people who come to buy something from me." They are not buying from you; they are buying Life Savers; they are buying a Coke; they are not buying from you. But you are the vehicle through which they will buy. The way you dress is a habit. The fact that you wear a red tie every morning of the year can be a bad habit; put on a bow tie. The fact that you continually do the same thing, and never change, is a bad habit. Ask your customers what they think of your particular shop. Is it clean? Does it meet their needs? Do you carry all the products that they want? You would be amazed at how many times people can help you if you but ask them. Are you certain that what you have had for twenty years is what the customer wants today? Have you ever "aged" all your goods to see what items are moving and those that are dead? Have you ever asked a salesman to appraise your line? Your customers have an interest in your business because that is the way they are pleased. And you know it only takes a nickel product to please a customer. It takes a Coke to quench your thirst. It takes a Life Saver to keep you happy in your daily work. What we are saying is that your ability

to help these people by what you are and what you do, regardless of your state in life or of how you may feel yourself, carries a tremendous impact.

Just to review this, you need four things! First, you need *knowledge*. There is no question but that you need to know what you are doing. Then there is *attitude*; does it not make sense that you should think as if you know what you are doing and that you should encourage people to want to do business with you and not your competitor? Just as you respect a very fine surgeon or physician, your customers appreciate the *skill* that you display. And lastly, I say that there is one thing you can do to help your cutsomers, and you can do it tomorrow without changing a thing on your counter, *be yourself* but *change*.

EFFECTIVE USE OF THE TOOLS OF PUBLIC RELATIONS

Neil D. Rankine, Eastern Director

Public Relations, Sears, Roebuck and Company

Although I have been looking forward for some time to the pleasure of being with you this afternoon, still I must confess that it has been with a certain amount of trepidation. For, in doing a little reading in your field so that I could at least listen intelligently to the pertinent questions which will come up later in our discussion period, I came across the statement: The industrial employment counsellor whose duty it is to place blind persons in industry, must be versatile in performance; have a vivid imagination; have a creative mind; and be able to analyze conditions in order to meet each particular situation, and to make decisions which are sound and practical.

Friends, under this definition, facing this group leaves me feeling like nothing so much as it does a lonely moth-eaten lion in a den of Daniels.

Then I asked myself the question, how does the need and applicability of public relations differ in the specialized field of working with blind persons, and, perhaps out of self-defense, I came to the conclusion that the philosophy and tools of public relations are no different in this instance than in working with the sighted.

We have all long recognized that death and taxes will always be with us. To this I would add a third category—for whether we consciously use it or not, public relations is an ever present factor in our daily work. The only question is whether we recognize this fact or not, and, assuming that we do, the extent to which we make a deliberate and concerted use of this very important instrument in our chest of management tools. May I say further that it makes no difference whether you are a tax-supported institution, or a voluntary group. Our friends in the voluntary agencies, because of their need for private fund-raising, are perhaps more conscious of their need for goodwill. Workers in tax-supported agencies do not have this direct spur, and for that very reason they face the need of making themselves even more deliberately conscious of how public relations techniques can serve them. A sub-committee on public relations in another government agency field has referred to good public relations as its chief stock in trade.

Is the public relations concept, then, something new? While I would not try to usurp the title of the oldest profession on earth, still the value of the regard of the group for

the individual, or a smaller part of the group, has been important since men first began hunting together as a team. Later, rulers have tried to morally justify their position among their people by claiming the divine right of kings, a briefly effective, but not permanent, example of an early rudimentary attempt at public relations. But modern public relations, as a technique individually recognized and employed, is a Twentieth Century product. One authority has put the development of modern professional public relations into four periods. The first period from 1900 to 1914 was characterized by "muck-raking" and white-washing. Employment of specialists in both aspects was characteristic.

The second period began in 1914 with the efforts of the United States Government to indoctrinate the country into a war program and bond-buying.

The third period, beginning in 1919, saw business following the example set by the Federal Government in the preceding four years, and making use of public relations on a large scale to develop positive public opinion.

The present period in public relations development, starting in 1929, has seen the emphasis placed on tieing together public and private interests. Business has stressed the part it plays in the economic welfare of the country and has sought to express through its action its concept of corporate good citizenship. It is also during this last period of the joining of public and private interest that social agencies have shown an awareness of this new technique of public relations. The Second World War, through exposing millions of people, both in and out of military service, to the benefits of one social agency or another, created a favorable climate in which this new awareness of public relations by social agencies could grow. 1949 was the first year in which public relations was a part of the program of practically all major social welfare meetings.

Perhaps at this point we should pause to ask ourselves just what is this activity called "Public Relations." Definitions run the gamut from an idealistic view of it as a simple application of the Golden Rule, to a rather sinister sounding statement that it is the art of propaganda. The truth probably lies somewhere in between, with elements of both viewpoints involved.

Public relations is the over-all relationship which exists between the community and one of its parts, whether that part be a profit-making concern, or a non-profit social welfare agency. It is the personality of the particular group, as seen through the eyes of the public. Or, in brief, it is what the public thinks and knows about you.

The public relations program, then, becomes an effort to merit and secure the undertsanding and favorable regard of the public, to the end that the agency can better perform its work.

Now there are some immediate distinctions we should make. First, public relations being an entire relationship with a community, it is clearly more than just publicity. More properly, publicity is simply one part of public relations, albeit an essential part. Publicity is a means by which public relations presents correct, current and interesting information to the public about itself. Notice the use of the word "correct" information. Undeserved and excessive self-praise, trumped up issues, dramatic but spurious statements, all of these are short-lived in their immediate effect, and long-lasting in their ultimate poor results on the public's picture of you.

Secondly, public relations is not an end in itself, but rather a means to an end. The goal is a sound program—in your case, a blind person, well adjusted and financially independent through industrial employment. It is simply a question of whether your public relations are an aid or a deterrent in reaching the goal.

So, thirdly, I would say very succinctly, there is no substitute for a good program, nor any cover-up for a poor program. A favorable public opinion of your ability as a social worker is essential to your efforts to successfully pursue and further your program.

Finally, public relations while it should be given specialized thought and effort, is not a thing apart by itself. It is part and parcel of every activity of your organization; it is a day-by day attitude expressed in the manner in which you do your work.

We have been talking about the "relations" aspect of public relations. Let us look more closely for a moment at what makes up the "public" in public relations. Is it simply the great mass of the population as a whole? I think a moment's reflection will serve to show

that, so far as public relations is concerned, such is not the case. Actually there are several publics, each of which has a different picture of you depending on the degree and manner of its contact with you. Each must be treated according to its own relationship with you. There is no one treatment or technique or message to which all will respond.

As people responsible for the establishment of business enterprises operated by blind persons, who then are your publics? It seems to me, admittedly speaking as a layman, that you have four distinct groups in the community, with each of whom you have an entirely distinct relationship. You may think of additional groups, or further subdivisions. If so, I hope you will bring this out in our discussion period. But, to give us a starting point, I will name four. First, obviously, are your clients. Another, in your particular phase of the profession, is business and industry. A third would be other government agencies, and the fourth, the remaining public at large.

Client relationship—included in this group are not only the recipients of your aid, but also their relatives and friends, as well as those contacted in the course of your investigative work, such as their employees and landlords. The proper sociological techniques in the handling of your particular clients among blind individuals is, of course, a very specialized field which I do not feel qualified to enter upon. But I would impress upon you that this is an important part of your over-all community relationship and this has a definite public relations' aspect. If clients are handled with promptness, with courtesy and consideration, and their needs are properly and fully met, the word will get around with equal dispatch. Your public relations will benefit accordingly and automatically. But the reverse is equally true, and you may expect poor service to result in poor public relations which will make efforts to secure support for your work and agency that much harder, if not impossible. And even technically good service, if done in an impersonal and unsympathetic or abrupt and domineering manner, may not achieve the necessary community acceptance for you. You may well expect the public's attitude to simply mirror your own approach.

Your good relationships, i.e. public relations, with other government agencies or other agencies working with blind persons, are likewise important to you and to your client, in cases where he needs to be referred to another agency for services you are not equipped to provide. There should be no place for professional jealousy or public criticism of another group. Self-analysis and constructive suggestion within the field of social welfare is one thing, but negative public comment is another. Such tactics are simply a tacit admission of lack of faith or ability in your own program, and further invites retaliation. Public altercations are not good public relations.

How about the general public? By and large there does not appear to be any question but that the American public accepts as desirable the services of social agencies. In the year 1953-54, $14,500,000,000 was spent on state and Federal public welfare. Additional contributions to voluntary welfare organizations are estimated to be at an annual rate of $2,500,000,000. But even though the public wants and is willing to pay for these services, its lack of understanding of the agencies, of how they work and what their problems are, is a source of much misunderstanding. The answers an uninformed public arrives at for itself cannot be expected to always reflect credit to an agency or its workers. Whose job is it to see that the public gets the right answers? Yours, and every person involved in a social service agency. But do not allow it to become a matter of "letting John do it." Everyone in this room should take every opportunity—even create opportunities—to tell some phase of your story. And remember that it is not just the quality of the professional service aspect that creates community goodwill, or ill-will. Many things that you might not normally consider to be public relations enter in. Such diverse things as the personnel program of your agency, the telephone manner of your secretary, your personal appearance, the working relationship you have with other agencies, are only samples of the many things that all become part of the picture the community has of your group. Do not minimize in your own mind, either, the interest of the public in welfare work or its ability to comprehend your problems. Much better a sympathetic understanding than a

negative reaction due to lack of a little educational effort on your part. Remember, what the public thinks are the facts will override what are actually the facts.

There then remains the area of business and industry. Because the specialized efforts of this group involve the solicitation of direct cooperation from business and industry, I would like to go into a little more detail in suggesting consideration for approaches to these people. First, avoid the emotional approach; do not, so to speak, wave the white cane. While some people may be susceptible to this approach at first blush, many businessmen who are faced with the hard facts of the balance sheet and operating statement resent being placed in the position of appearing unchristian if they attempt to analyze their own position in response to your solicitation. In either event, you can rest assured that acceptance gained by emotional appeal is not on a solid foundation. The halo will last only a short time and, when it has disappeared under the stress of daily operation, if the businessman does not have a true understanding of the worth to him of a blind person as an employee, he will immediately become resentful of your having placed him in what he considers an untenable position. Your public relations and acceptance by the rest of the business community will suffer accordingly.

Besides being bad business, I think this approach is also beneath your dignity. You are not asking for alms. You have a product to offer which can stand on its own two feet, which has a value to the businessman. Adopt the mental attitude of "what I can do for you, Mr. Businessman," rather than "what can you do for me."

Let us consider briefly for a moment what you can do for the businessman, what you do have to offer him. Because the benefit my own organization has received from the use of blind persons has been largely in the area of snackbar operation in the employee's lunchroom, my brief list of examples will be based on such operation. I am sure you can develop comparable points for any particular activity you are interested in.

First, in almost all cases employee lunch bars represent a subsidized operating cost. A snackbar managed by a blind person as an independent agency controlled operation relieves the businessman of this operating cost.

Second, the businessman is similarly relieved of the cost of fixed investment in equipment and installation.

Third, if the businessman does not have a snackbar on the establishment, he is going to be faced with lost employee time as they go to the closest coffeeshop which may be nearby or not so near. A snackbar avoids this.

Fourth, if he does not allow his employees to get their coffee, then he is faced with a personnel problem. This situation is saved by a snackbar.

Fifth, the necessary, but time-consuming, inspection to live up to health regulations, plumbing codes, and local ordinances, is assumed by the agency.

Sixth, blind persons have an unusually good attendance record. I recall we had the grand opening for a new store this winter on the same day as the heaviest snow fall of the year. Only a third of our employees and practically no customers showed up. But, included in the third of the employees was the blind operator of the snackbar. The fact that coffee and lunch were available through his efforts was one of the few morale-saving features of the day.

Yes, indeed, you can do a great deal for the employer through providing the use of a person, who incidentally happens to be blind, and his appreciation of such fact is another plank in your community relations boardwalk.

I would like to mention two other factors which I think you should clearly delineate in speaking with prospective employers. The employer is not in a position to allow a mixture of charity and business on his premises. Again, as a sighted individual he is loath to discharge a blind person even with good cause. If the agency can assure him that it will assume the responsibility in both these instances, it will relieve his mind of what he fears will become a public relations problem to him.

As a final public relations suggestion, I would urge you in working with any of your various publics to find an opportunity to give public credit whenever possible to any company, individual, or any organization which has contributed to your work. Aside from being common courtesy, this will help persons living in the community to feel that your

program is part of their doing, a feeling which, of course, is of as much value to you as to them.

Remember, there is no such thing as standing still. You are either going ahead or falling behind.

As we have seen, public relations as a formal distinct technique is a rather new tool in the long established field of social welfare. Those who learn to use it are taking a definite step in assuring they are going ahead.

MUSIC COMMITTEE

THE BLIND PIANO TEACHER
PERSONAL QUALIFICATIONS AND MECHANICAL REQUIREMENTS

George G. Bennette, Lighthouse Music School
New York Association for the Blind, New York, New York

Mr. Chairman, Ladies and Gentlemen:

I should like to begin by saying that this occasion gives me one of the last opportunities I shall ever have to apologize for my youth, so please allow me this indulgence while I may still enjoy it. My experience as a teacher of sighted piano students has been brief compared to that of most of you, but it is a matter which has given me much concern since the beginning of my professional musical training. From my earliest days at the Oberlin Conservatory, I was eager to prepare myself, both as a teacher and as a performer.

When we take a look at the history of the education of blind people, we discover that, at the outset of organized education, Valentin Hauy believed the field of music to be a good one for his students to specialize in. This pioneering Frenchman deserves a great deal of credit for his work, but in this respect his assumption about the general musical ability of the blind has been proved false. In fact, there was such a strong reaction against this theory later on that, around 1900, students in the schools for the blind in this country were discouraged from going into music as a profession. Nowadays, however, the final answer to the question of whether or not a blind person can teach music successfully is to be found in a consideration of the particular individual. The answer is affirmative when the question is asked abstractly, because many are earning a living in this way.

About a year ago, I received a letter from a young lady attending the North Carolina School for the Blind from which I graduated in 1947. She wanted to know what I thought the possibility would be for her as a teacher of music and what preparation I thought necessary. I was very pleased to offer my opinion as to what I consider important, and I wish to present to you some of the ideas which I expressed to her, with special emphasis on the private teacher of sighted students.

The teacher who is blind must, first of all, be a superior teacher, and the two factors which make a superior teacher are a convincing personality and the necessary mental and physical equipment. I am not primarily concerned here with the question of what makes a good teacher, but rather with the points which relate specifically to a superior blind teacher. Any successful teacher must maintain a sociable manner in dealing with others, and he should show an interest in many subjects and different types of people, thereby being able to enrich his teaching capacity. Musicians often have a reputation for being one-sided, and I believe, therefore, that as much of a general college course as possible should be included in the training period. The teacher must be able to make himself available to his students in many ways. A usable knowledge of this history and theory of music is vital to his teaching. It is particularly important to the blind person that he concentrate especially on developing his ear during his schooling. Although perfect pitch is a great advantage, it is by no means necessary, and a good sense of relative pitch can be acquired.

A considerable facility for reading Braille music is perhaps the most basic requirement for a blind musician. It is deplorable that some blind persons consider themselves professional musicians who do not even read from Braille scores. A teacher would refuse

to teach a sighted student who could not read music for advanced work, and the same should hold true for any blind musician. The ear and memory are never so reliable as the printed page.

What about the personal manner of the blind teacher? He must maintain a confident approach and be in control of every situation he encounters. Whether it is a matter of discipline of a young pupil, or a matter of demanding musical exactitude, he needs to act in a positive and assured way. A blind person is often frustrated by the fact that there are elements in his environment which he may be unaware of and, consequently, unable to control, but he must not let such frustrations intimidate him. The timid teacher causes his students to feel uncertain about him and his ability to teach.

Much is being said and written these days on the subject of the psychology of blindness, and interesting and highly informative material has been provided for us. The basic question of whether or not there is such a thing as the psychology of the blind is still being disputed. In my opinion, there is no doubt about the fact that the condition of being blind has a decided effect upon the personality of any person who is, after all, forced to make certain major adjustments in our society. Some of us tend to be over-aggressive in order to prove our ability in work and in social relationship, and others tend to be retiring and hesitant. I do not mean to imply that blindness necessarily causes one or the other of these kinds of personality, but that these are two ways, out of a great many, in which a handicap does affect the development of a personality.

The attitude, then, of the sightless teacher toward his own handicap is directly related to his teaching approach. The person who denies the existence of his handicap, and as a consequence refuses to make certain adjustments to it, is just as much at fault as one whose handicap is always too much in evidence. For example, I think it is perfectly all right to use Braille scores at lessons where the music is such that the teacher can follow it with ease. Some music must be memorized in advance of the lesson, but it would be a waste of time to prepare simpler pieces beforehand; after all, the sighted teacher always has the score in front of him. I also never tell a new or prospective student that I am blind. He will find it out anwyay. To tell him this before we have met implies that there might be some reason why he might not wish to study with me, and there is no point in suggesting this to him.

There is another matter of business which has to do with the attitude of the blind teacher toward his profession. He should ask the same fee for lessons as the teachers against whom he is competing. The relationship between the cost of the service and its degree of quality is a well-established law of economics, and the blind teacher who, from fear of not attracting students, asks a smaller fee than his competitors does himself a great injustice. He should not compete in this way, but rather by being a better prepared teacher.

Certainly there are more positive ways of attracting students, and one of these is performing. It has been proved untrue that the best performers are the best teachers, but it is true that those who can play very little can only teach very little. If a teacher has not mastered most of the problems of piano playing, he can not help a student to do so. One who teaches a great deal has little time for extensive performing, but he should continue to play, even if his performances are only for private groups. The performing teacher accomplishes three things: 1) He stimulates his students' interest in music; 2) He inspires their confidence in him; 3) He attracts new students. The last point is especially true in a small community where he may be well-known among his fellow-citizens.

The most obvious problem which the blind teacher has to deal with is that of communicating about the printed musical text. Here he must cope with many situations, all the way from teaching the fundamentals of staff notation, to the difficulties arising from differences between print edition and Braille edition. No person can teach staff notation without a full knowledge of that subject and an adequate way of demonstrating the function of the symbols on the page. Various devices have been used for this purpose, some of them more clumsy than helpful. The Beetz Notation Graph is an excellent apparatus which the teacher can use for writing out three or four bars of music and then point out the various

characters to the students. These characters are made of metal and wire and are attached to a cork surface by means of pins. The blind teacher is certainly working under difficulty, and confusion often results when he must say to a student, "The first sign you see on the left margin of the page is a treble clef." He is able to be much more efficient when he can touch the sign and say, "This is the treble clef." With this apparatus, the teacher is able to cope with staff notation more thoroughly, because he has had an opportunity to write out some music for himself. Thus he has a chance to visualize the symbols in context rather than knowing them as isolated characters.

Those who transcribe mustic into Braille are making an effort more and more to adapt the Braille copy as closely as possible to the print. Indications in the Braille of printed page numbers and staff numbers are very useful, and the insertion of clef signs is also very helpful. In this country, the Printing Department of the Illinois School for the Blind is to be commended for its editions of teaching material adapted for the use of blind teachers of sighted students.

A large library of Braille music and an ever-increasing acquaintance with new music is an essential part of being a good musician. Unfortunately, Braille material in this country is very expensive, and I should like to see the day when action is taken to reduce the cost of Braille books and music. A teacher should not have to limit the repertoire of his pupils because he himself cannot afford to buy Braille music. *The International Catalogue of Braille Music*, published by the American Foundation for Overseas Blind in Paris, has filled a great need by making it possible for all to know what is available. There is now a need for a central coordinator of music publications so as to prevent duplications of a single print edition.

All over the United States there has recently been a growing interest in hand-transcribing. For the last two years, the Lighthouse Music School has held classes in Braille music-transcribing which have been attended by people all over the New York area. The blind musicians are certainly indebted to these people and have benefited much from their services. As time goes on, the accessibility of Braille music becomes a less formidable problem. The teacher must be very careful to acquaint himself with what is obtainable from the printing houses so as not to tax the hand-transcriber unnecessarily and thereby waste a very valuable service.

One of the first doubts which arises in the mind of a sighted person when he considers the capabilities of a blind teacher is whether or not he will be able to observe physical movements of the student. I shall answer this question by saying that an ounce of prevention is worth a pound of cure. A teacher who is thorough and has a firm idea of the physical approach to his instrument will spend a great deal of time with a new student teaching him correct movements of finger, arm, and body. The teacher can check these movements by touch, and he can devise a method of seeing that the student uses correct fingering. When I notice, for example, that a student plays with his wrists too high, I write down this observation so as to be reminded that it is a characteristic fault of the student which I must concentrate on correcting. It is very helpful to have comments made occasionally about one's students by a teacher who is sighted. Every teacher, whether blind or sighted, overlooks certain pecularities of his students. Whether such oversights are the result of the focus of his own teaching procedure, or simply a failure to be aware of of them, criticisms from an outside colleague are very valuable.

Before bringing this paper to a close, I wish to make clear my beliefs about certain points. Much of what I have said here is obvious to many of you, but perhaps the things which are "needless to say" are worth saying occasionally just to make sure that they are not being taken for granted. Many of the qualifications and requirements which I have mentioned hold true for any teacher, but the point is that blind teachers must be especially well prepared. Recently, a young girl who had been refused entrance to several colleges was attempting to become trained for a career as a music teacher. I do not think that any person who is unable to qualify as a college freshman should enter a profession which must maintain the highest standards. As is the case in any profession, one poorly prepared blind person can do more harm than

several well prepared ones can rectify.

Those of us who are blind are continually subjected to one common experience, that of being misjudged. On the other hand, we are considered marvels if we can even find a piano bench and get seated on it the right way round, or, on the other hand, we are considered incapable of recognizing wrong notes simply because we cannot see them being played. Among ourselves, we must not make the same kind of mistake and must judge rationally what adaptations are required for a profession which we wish to carry on successfully.

I hope that in our institutions for the education of the blind we are striving more and more to recognize the individual endowments of students, and that their capacities for various vocations are being given special consideration. The teaching of music is a good profession for a blind person who shows a aptitude for music and sufficient intelligence to develop it. It is not a matter of the profession existing first and then the blind person being trained for it, but rather that the blind person has the capacity and the profession itself undergoes certain modifications in his hands. Here is where the work for those interested in research lies. Our greatest effort now is spent in getting jobs for blind people, but much can also be done about investigating the possibilities of other fields of endeavor in order that blind people may engage in them. The work that can be done in this direction is a tremendously important part of what should be done for the blind population of this country.

THE OUTLOOK OF PIANO-TUNING FOR QUALIFIED BLIND PERSONS

J. Hiram Chappell, Rehabilitation Specialist
Division of Services to the Blind
Office of Vocational Rehabilitation
Department of Health, Education, and Welfare

Piano-tuning, the oldest vocation for the blind in the Western World, is at the crossroads. From the Civil War down to the great depression of 1929, it was considered a standard course in most of our schools for the blind, and blind tuners found employment in many piano factories, music stores, and in clientele work in communities across the United States and Canada. Not only were there more blind persons employed as piano tuners than in any other occupation during this period, but it was largely through this vocation that the visually handicapped demonstrated conclusively their ability to compete on a par with the seeing in industry and in private business pursuits. While a large number of blind persons are still gainfully employed in the field of piano-tuning, it is no longer the dominant course in our residental schools and, consequently, fewer tuners are being trained. Many would have us believe that piano-tuning is a lost art, that the piano is a relic of the past, and that we should all read the handwriting on the wall and guide individuals who are blind away from tuning into other types of employment. There is definitely another side to this picture, and I have been asked to state it before this Convention.

What I have to say on this subject will be given with a background of twenty years of experience in the business of servicing pianos and sixteen years of placement and rehabilitation work for the blind. For approximately

three years I was Director of Vocational Guidance Training and Placement for the Oregon State Commission for the Blind, and for the past fourteen years I have served with the Division of Services to the Blind in the Federal Office of Vocational Rehabilitation. During this time, I have worked in most of our States and talked with piano-tuners, tuning instructors, and other piano men in many areas across this wide land of ours. My position with the Federal Office has enabled me to study piano-tuning as a vocation for the blind more thoroughly, and more objectively, and more widely than would have been possible in any other way. That the piano industry was in a convulsive period of transition was clear to everyone. This was equally clear in regard to educational trends in schools for the blind, especially in vocational training, and particularly that of piano-tuning.

Through my travels and my studies, I could not escape the adverse trends in the piano business that were affecting blind tuners. I have at the same time been strongly impressed by the steady employment with good income to the qualified blind tuners in many parts of our country. The impressive accounts of blind tuners as revealed from time to time in the *Braille Piano Technician,* in other tuners magazines, and from private correspondence, have convinced us at the Federal Office that piano servicing as a vocation for blind persons, who are qualified and given adequate training, is here to stay for the forseeable future. What needs to be done to revive the situation is for educators and counselors to take a new look, face the situation realistically, and give the old and tried vocation a chance, along with other newly developed employment opportunities. In rehabilitation we must constantly be in search of new employment opportunities, but, at the same time, we must consolidate and strengthen every vocation for the blind in which they have demonstrated competive fitness to serve.

What about the piano industry? Is it on the way out or on the way up? Yes, it came to a virtual standstill in the depression low of 1932-33. In 1934, however, with the advent of the spinet piano, it began its steady return, only to be halted during World War II, and then zoom to annual production of approximately 190,000 new instruments in the late 1940's. This was the approximate production level of pianos in 1928-29 before the peak of radio competition, prior to the dawn of television and electronic instruments, namely, the organ.

Has TV and the electronic organ caused the piano industry to begin folding up? Last year, the W. W. Kimball Company celebrated its 100th anniversary in a new $12,000,000 factory building; Steinway and Sons will soon move to their new $13,000,000 factory building; the Baldwin Company has announced plans for its new supplementary factory in the South; and Steger and Sons, a depression casualty, has just recently renewed their manufacture of pianos at Steger, Illinois. Mention could be made of the growth of other modern piano factories, the importation of foreign-made pianos, and the rebuilding of many old pianos, especially grands, in private shops across our country. The magnitude of piano reconditioning can be gauged partly by the fact that, in 1956, Schaff Piano Company, one of several manufacturers of bass piano strings, made about 20,000 sets to be installed in used pianos.

How do the blind fit into this modern piano picture? Many of our piano factories employ a high percentage of blind persons to do their tuning. This is especially true of the W. W. Kimball and Lester Piano Companies. Retail stores in many cities employ blind men to do service work, either on a full-time or piece-work basis. Most noteworthy among these are the Baldwin and Kimball stores in Chicago, Sherman Clay on the Pacific Coast, and others too numerous to mention. Many public school pianos are serviced by blind tuners. This is particularly true in Chicago, where ten proficient blind piano-service men have the complete care of the city's approximately 6,000 school pianos. Impressive as this may be, most of our blind tuners are self-employed, making a good living in many communities. What do they earn? The best authority we have is the *Braille Technician,* whose survey showed the earnings of blind piano technicians to range between $2,400 and $9,000 annually, with an average of approximately $5,000 gross income. This survey parallels and substantiates my own experience and findings. When we add to this employment picture the facts that the

piano is, in the opinion of all authorities, the basic instrument for music instruction, and that there are more children studying music today than ever before, the future of piano servicing is bright and offers opportunity to the qualified piano technician who is blind.

With the picture that I have just given, why is there concern among educators and rehabilitation specialists about piano-tuning as a continued vocation for qualified individuals who are blind? To put this concern most succinctly, I would like to quote from a letter by one of our foremost educators of the blind, Dr. Robert H. Thompson, Superintendent of the Michigan State School for the Blind. Dr. Thompson is one who understands and appreciates what piano-tuning has meant vocationally to the blind and what a void it will leave if something is not done about the situation.

"School administrators and rehabilitation people, in general, need to be awakened to the fact that (1) Piano-tuning as a profession is (contrary to general belief) very short of the necessary number of skilled technicians; that (2) the failure of many young blind men to be employed lucratively in the field grows out of a type of teaching that generally lacks knowledge and conviction; that (3) school principals, superintendents, and counselors, in general, have attributed the slowdown in the field to lack of opportunity, when it should have been attributed to failure of the schools to recognize the profession as an opportunity for the highly competent rather than the incompetent; and that (4) unless something is done soon to put an increased number of competent young blind tuners in the field, there will be no more competent 'old timers' to keep the profession on its feet and countless young blind will find it very difficult to be trained for and pursue a profession which can offer economic and personal independence in and endless succession of desirable cultural and social settings.

"I have personally made it my business to attend the national tuners' convention when it was possible to do so. I have attended the tuners' meeting in Chicago. I can attest to the dynamics of this group, and the absence of vocational counsellors and educators, in general, from these meetings speaks volumes as to their lack of knowledge of the opportunity and their subsequent lack of interest."

A solution to the problem calls for a realistic appraisal of the training program as related to piano-tuning in the education and rehabilitation of the blind in our country.

In the years before the Great Depression, very little in the way of rehabilitation for the young adult blind was offered outside our residential schools for the blind. As a result, our schools met this need, in a way, by offering piano-tuning and other vocational courses. For instance, I lost my sight in my first year of college. Yet, I went to the school for the blind at the age of twenty-one to learn Braille and receive vocational training. Fortunately for me, a thorough course in piano-tuning was offered, and you know the rest. Also, in those years, children frequently did not get enrolled in school until they were ten and twelve years old, with the consequent results that many graduating classes in our schools for the blind had an average age of twenty or more. Not only were the graduates older in those years, but many of the boys also had acquired work experience on farms and in shops that few of our graduates have today. The added years and work experiences gave a certain maturity and seriousness of purpose that enabled many young men to go out and make a success of some vocation, particularly piano-tuning.

With the increasing demand for more and better education in every State, few children, including blind children, remain out of school after the age of six. Now it is an exception to find a boy older than nineteen in one of our senior classes. Concomitant with this lessening of age in our student population in schools for the blind, the Great Depression forced the enactment of welfare and rehabilitation laws to more adequately meet the needs of our adult population. These measures freed our schools for the blind from the necessity of providing vocational training beyond that of a prevocational level. Another force in schools for the blind against thorough training in piano-tuning has been the emphasis given to college entrance, plus the urge of some schools to require their students to attend public school for one year or more. Concurrently with these trends within our schools, efforts of rehabilitation agencies on both State and Federal levels have opened

fields of employment for blind persons considered impossible fifteen years ago. Not for a long time have we expected music students just graduated from a residential school to engage in teaching much without additional training in college or a conservatory. The same is true of typing students. They attend business college before they can qualify for office work. Why is this not equally true for the tuning student whose work is more mechanical, more scientific, and more complex than typing, and equally demanding in social adjustment and personal fitness.

The aforementioned trends, ultimately beneficial as they may be, have left the training in piano-tuning in many of our schools largely in a state of chaos or indifference. Although some of our schools still do a thorough job in the teaching of piano servicing and deserve commendation, many offer it more from habit than conviction, for only one period a day and for only a year or two. A course so limited in time, regardless of equipment or quality of instruction, cannot possibly equip an immature young blind person to compete successfully in the modern business of servicing pianos.

What can we do about it? Criticize the schools like some do, or abandon the vocation of tuning for the blind like others advocate? I cannot share these two views because, to me, personally, piano-tuning meant independence and secure living for twenty years and because study convinces me of the great potential still beckoning in piano-tuning to the qualified tuner who is blind.

The answer lies, I believe, in facing up squarely to the needs of our generation in terms of sound guidance, professional training, and adequate equipping of graduates with up-to-date tools to meet all piano-servicing needs. This can and must be done on at least two fronts, in the residential schools and in special schools where blind persons may receive additional and professional training. In fact, this is being done today on a limited basis, and only needs to be further developed and augmented.

I refer, of course, to (1) the scholarship method at Perkins School, Boston, Massachusetts, of admitting high school graduates of other states to its tuning department, and (2) the Piano Hospital and Training Center, Vancouver, Washington, which enrolls both advanced and beginning students from rehabilitation agencies throughout the country. What is needed, though, is not only two such schools, but at least four of them which are geographically located and adequately equipped to meet the training needs of deserving young blind men in our country.

The time and place to begin this reconstruction program is while we are at our present impasse. It was with this thought in mind that, during the past three summers, the Federal Office of Vocational Rehabilitation made a grant to Roosevelt University in Chicago for the purpose of conducting a special course of training for instructors of piano-tuning teaching of blind students. Through these courses we hoped to improve and standardize piano-tuning instruction in our various schools teaching piano-tuning to blind persons. From my vantage point, this undertaking surpassed expectations and has had far-reaching results for blind tuners of today, and those who are to follow. The instructors who took advantage of this special training are doing a better job of teaching their subject and are more alive to the competitive demands of today in the piano-service business. It is these demands and requirements that cause the alert tuning instructor in schools for the blind to recommend either (1) a more complete course for their students, or (2) advanced training for them, after high school, in a specialized school of tuning.

If a school for the blind is not in a position, because of lack of students, lack of proper equipment, or lack of a qualified instructor, to offer a thorough and complete professional course in piano-tuning, then it should, in my opinion, do one of two things: namely, (1) It can offer general training on a prevocational level for the purpose of developing both interest and elementary skills in the young blind for piano-tuning; or (2) If the residential school does not offer instruction in tuning at all, the least it can do would be to give students authentic information about piano-tuning as a vocation for the blind, as to its history, its potential employment possibilities, and where adequate training can be had. Either can be tremendously important in the way of service to the student *and* to the rehabilitation agency charged with his

subsequent training and placement.

What is meant by the term "specialized school" for professional training in the servicing of pianos by qualified blind persons? It is a school or a department within a school which has an instructor who is well-trained and experienced in the complete servicing of modern pianos. It must provide "on-the-job-training" under close supervision, and the training should be closely related to piano-service needs in stores, factories, schools, and homes. To meet its responsibilities, the specialized school of tuning should be prepared to offer training to beginning students of acceptable age who meet the requirements, to students having previous but inadequate training, and to the few individuals who require refresher courses to meet their specific needs. Not only must the specialized school have adequate mechanical equipment, it must also be prepared to give instruction in the selling of piano service and in methods of conducting a business. Except in cases of previous instruction or exceptional ability, students should be required to take two years of training as minimum. Mine was a three-year course and not a bit too long. However, it was not as intensive as the one just outlined.

Yes, I have heard of the short, "quicky" courses offered through correspondence, and of courses in schools lasting from three to six months. Yes, I have also met and competed against sighted men with this limited training. In the main, these "quicky" schools do not even meet the needs for trainees with two good eyes, and they are turned out to practice on the unsuspecting public. A man with sight can probably "get by" with limited training, but the blind person *cannot, nor should it be expected of him.*

Hand in hand with complete and thorough training is adequate equipment to meet piano-service needs. I started out with a handful of tools, back in the early '20's, to service the conventional upright. Just as times have changed, so have pianos and methods of servicing them. The modern, well-equipped tool kit of today has time-saving repair aids that I could have used many times. This means that the young graduate tuner now should have equipment to the value of at least $250, especially if he expects to engage in clientele servicing. This may seem exorbitant to some. Let me ask my fellow rehabilitation workers in what other business or profession can you set up a client, sighted or blind, for less and with equal chances of independent living? I am confident that, if the above recommendations can be carried out, blind persons will continue to find good employment in factories, stores, and private businesses and enjoy success in piano-servicing on a par with their seeing brothers.

POSSIBILITIES OF MUSIC EDUCATION AS A VOCATION FOR PARTIALLY SIGHTED PEOPLE

William Turney, Director of Music

Public and Secondary Schools, Woodstock, New Brunswick

Mr. Treneer, Ladies and Gentlemen:

First may I thank most sincerely Mrs. Simpson and The Canadian National Institute for the Blind for asking me to come to Philadelphia to give this paper. I truly owe a great deal to the CNIB, and I am most grateful to that organization.

In presenting this paper I am going to speak on the possibilities of music education as a vocation for partially sighted people, by

telling you of some of my own experiences, problems and rewards, and, if I may, offering to you some of my own opinions on this wonderful subject.

Enthusiasm for music, a genuine love of it, and a sincere desire to spread this love and enthusiasm among young people is the only *real* prerequisite necessary for a partially sighted person to teach in the public or secondary schools of Canada or the United States. Of course musicianship, and the technical requirements associated with the subject, are necessary for teaching music in the schools, but these are the tools of the art, and are merely the physical means by which we accomplish the real goal of inculcating music as an important and essential part in the life of every boy and girl in school. All the techniques in the world are not enough unless there is genuine love and enthusiasm for this most wonderful art—music.

Let me tell you about my work in Woodstock. It is a small town of about 5,000 people, with a school population of approximately 1,100 students. There are four schools—two primary, a high school and a vocational school.

In the primary schools, which include grades one to six, I supervise the Music Program, by providing a program of studies which is given to each grade teacher in September of each year. This music program is based on a series of books called "The New High Road of Song," by Roy Kenwick. These books are provided free to all teachers and students in the primary schools of New Brunswick.

My program outlines what I expect from each class during each of the ten months of the school year. I visit each class once a week for approximately a half hour, hear them sing both songs and exercises, go over any of the difficult sections, try to answer any questions of the teacher or pupils, and teach some of the work I want prepared for my next visit which is, of course, outlined in the program.

I find that if I have prepared my own work adequately, very few difficulties are encountered. Sometimes a word will appear in the verse of a song, and a student might ask me its meaning. If I do not know, and sometimes even if I do, I will ask the student to look it up in the dictionary, for that's what they're there for.

I did not bring a copy of the program for each of the elementary grades, but let me give you an idea of what I mean by reading part of the outline for a fourth grade class:—

WOODSTOCK SCHOOLS

GRADE FOUR

To the teacher: Read pages 59 to 65 of the New High Road Music Series" *Teachers Manual.*

TEXTS: *The New High Road of Song, Book 4.*
The New High Road to Sight Singing, Part I.

SEPTEMBER It is important to emphasize the proper use of the voice. Correct posture, proper breathing, good diction, and so on. One aim of Grade Four singing is the preparation of two-part work for Grade Five. Sight-singing and the singing of songs using Tonic Sol-fa syllables should be part of the daily routine.

SCALES: Descending and ascending using Tonic Sol-fa syllables. Sequential scale studies on pages 45 & 50.

THEORY: Great Stave, Clef signs, Ledger Lines.

SIGHT SINGING: *Selected Songs*

OCTOBER Always begin the lesson with one of the sequential studies, or with a familiar scale song. In the sight singing always use the Tonic Solf-fa syllables. Any remaining monotones should be placed in the front of the class, and they should receive individual attention. Review lines and spaces of the Treble Clef, Sharps and Flats, and the Great Stave.

SIGHT SINGING

SONGS:	*Thanksgiving Day*	P. 69
	Early One Morning (Verse 2)	P. 40
	The Barley Mow	P. 9
	The Apple Tree	P. 46
	Work and Play	P. 16
	Hymn of Praise	P. 105

LISTENING: Danse Macabre by C. Saint-Saens

HARMONY BAND: A selected group from each school will meet once a week from October 15 to May 15 (Empire Day). The groups will not meet during January, because of mid-year examinations.

NOVEMBER Continue daily scale drill using sequential studies. Introduce all sharps and flats (seven) found in the major scales. Do not explain their function, but only how they change the position of DOH. Written dictation as found in the manual on page 60 uisng the procedure suggested on pages 45 and 47.

SIGHT SINGING

CHORAL READING: *St. Matthew 5:1-16.*

SONGS:	*Indian Summer*	P. 47
	Autumn Lullaby	P. 42
	The Blacksmith	P. 8
	Oh Dear! What Can the Matter Be	P. 14

I always outline the attainment for the year's work at the end of this program of studies in the following manner for Grade Four:

1. Ability to sing about 30 rote songs by memory.
2. The complete elimination of monotones.
3. Ability to sing at sight simple diatonic phrases.
4. Ability to find DOH in any major key.
5. The further development of a good singing tone and clear diction.
6. Ability to sing some rounds in two, three, or four parts.
7. Recognition of notes and rests to the quarter.

In the primary schools we also have rhythm bands in Grades One and Two, harmony and rhythm bands in Grades Three, flutophone bands in Grades Four and Five, and for the girls in Grades Six, Recorders, while the boys can join the regular band classes. With the exception of the rhythm bands in Grades One and Two, all this work is carried on after regular school hours for those students who want to take part. The response has been good, and as I have to conduct these groups myself, I have to do it after school hours.

In New Brunswick, Music Education is a relatively new venture, and therefore there are many who consider it a "waste of time," or "just another frill." One must be as much of a diplomat as a teacher. In spite of it all, however, we have in Woodstock a music program of which I am very proud, indeed, and I hope I do not sound too presumptuous.

There is not sufficient time for me to explain the full program in Grades Seven to Twelve, nor is it really necessary. But let me tell you of some of the problems, experiences and rewards that have come my way during my first three years of teaching in the secondary schools.

In Grades Seven, Eight and Nine everyone must take music, but in Grades Ten, Eleven and Twelve it becomes an option. I see each class twice a week for 40-minute periods.

I have not tried to "fake" my way along, and therefore most of the students know that my sight is not perfect. If something comes up which must be read, I never do it myself, but ask one of the students to read it, unless, of course, I "know it cold." I have not found discipline a great problem. If, however, there is too much noise and I cannot find the person, or persons responsible, I see the whole class for "awhile" after school. The correcting of exams is one of the necessary evils of teaching, and with these I sometimes ask for help. Let me read a typical examination paper which students in Grade Nine have written for me.

W. H. S.

GRADE NINE MUSIC EXAM

JUNE, 1958

Please print your name here:

_____

Please note:

Read your paper carefully,

Answer each question in the space provided

KEEP YOUR WORK NEAT

PART ONE

1. Listening.

   Write the name of the composition played and its composer.

(a)
(b)
(c)

2. Into what classification would you put the following songs: (Example: spirituals, westerns, etc.)
   (a)
   (b)
   (c)
   (d)
   (e)

3. From what countries are the following marches?
   (a)
   (b)

4. "The Young Person's Guide to the Orchestra" in D Minor is a set of variations based on a theme by Henry Purcell, an early English composer. This work was written in 1946.
   (a) Who wrote "The Young Person's Guide to the Orchestra"?
   (b) What is the purpose of this composition?
   (c) The theme or tune is first presented in six different forms, name them.
   (d) What is a variation?
   (e) What is a "Fugue"?
   (f) Do you like this work? Why?

Part Two

There are four families or choirs of instruments in the orchestra. Name them.

1. By means of a diagram give the approximate position of each of the four families of instruments.
2. Give the origin and original meaning of the word "orchestra."
3. In approximately what year did our modern orchestra have its beginnings?
4. Name one famous maker of violins and the town in Italy where he worked.
5. Approximately how many separate parts are there in a violin?
6. What kinds of wood are used in making violins?
7. From what clef does the Viola play?
8. The vocal mechanism consists of three parts. Name them.
9. Name, in order, the organs or parts of the Respiratory Tract.
10. (a) Where are the vocal chords located?
    (b) What is the diaphragm?
11. Harmonics play a very important part in the production of musical sound. Show by means of a diagram how a string produces its fundamental note, its first, second, and third overtones.
12. The adult voice covers a wide range of pitches. Name the four general classifications of voices.
13. Define the following terms:
    a capella
    staccato
    gamba
    legato
    pizzicato
    mute
    double stop
    largo
    presto
    allegro
14. What is tempo?
15. What is meter?
16. What is rhythm?
17. What is a folk song?
18. What are the four main influences that have affected the writing of composed songs in the western world?
19. (a) What is the difference betweeen binary and ternary form?
    (b) Give an example of each, by naming a song.
20. In the rock-and-roll tune "Sweet Little Sixteen," answer the following:
    (a) How many musical phrases are there?
    (b) Into how many short lines are the words divided?
    (c) Is the form based on the rhythm or the melody?
21. European races, from which most of us trace our ancestry, feel the need for a third element in their music. This element is harmony. What is meant by harmony?
22. Has the development of harmony come about from secular or sacred sources?
23. What is the difference between program music and absolute music?

Comment.

The answers required, for the most part, are short ones, and therefore were not too hard to correct. Some of the answers were most interesting, indeed. For the question "What is a variation"?, one boy wrote: "A variation is something that is like another thing" — For this question, "What is a Fugue?" another boy said: "A fugue is when one instrument plays and the rest falls in behind."—In referring to "The Young Person's Guide to the Orchestra," and in answer to my question "Do you like this work? Why?", one girl commented: "I like it when it reaches its climax, but otherwise I find it has only repeated melody. The fact that it was written mainly for educational purposes is an imposition on any composition."

Once I asked students in Grade Ten to write an essay on "My Favorite Musical Composition." Here are four comments:

"I like to listen to music, but I don't like to study anything about it."

"Elvis is different only because he sings with the whole body, and that's not being vulgar."

"I like all kinds of music because I try to find something of interest in it."

"I close reminding you that rock'n-roll is setting in. It has even reached the Eskimos in the Arctic."

These have been just a few comments that I found rather amusing. One could go on all day telling of little incidents and anecdotes that make the teaching of this subject a lot of fun. Sometimes one even wonders if the students have learned anything at all, but generally the over-all results prove to be satisfactory, and there is a great deal of satisfaction and accomplishment in that knowledge.

This last year was an active one for both our Cadet Band and Glee Club. At the end of May our Glee Club presented *H.M.S. Pinafore*, and it was the first time an operetta of this type had ever been staged in Woodstock. Let me read an editorial from our local newspaper, to assure you that the rewards for teaching school are truly most heartening:

Editorial from the Sentinel-Press, Thursday, June 5, 1958

Outstanding Performance

Before it slips our mind, we should like to toss an editorial bouquet to the members of the Woodstock High School Glee Club, to its director, Mr. William Turney, and to all those others who had a part in the presentation of the operetta *H.M.S. Pinafore* last week. It was splendidly done.

From the moment that the curtains first parted until the Glee Club sang its stirringly different arrangement of "God Save the Queen," the program was of the sort that couldn't help but bring pleasure to anybody who enjoys stage entertainment.

And more than that: It must have brought a particular pride and joy—and in a sense a renewal of faith—to many a parent of teen-aged offspring.

Because parents are occasionally inclined to wonder, in this atomic age, if youngsters comprehend or are concerned with anything beyond rock n' roll. At a time when nuclear weapons pose an awesome future, and juvenile delinquency is shouted as being a growing problem, it is good to find that there can be youthful enthusiasm for so heart-swelling a project as that Gilbert and Sullivan operetta proved to be.

We know that the whole thing gladdened this old heart along with a lot of others and we should like to express our thanks and praise to the student performers—and to Mr. Turney for spending so much of his own energy and talent in producing it.

No one need fear for the future of a generation—or an educational system—so long as the teacher and the students can combine to make happy things like this happen.

Ladies and Gentlemen: I do hope you will not think me too facetious or egotistical in reading such comments about myself. But I did it only to assure you that there is a place for partially sighted people in Music Education, and wonderful rewards, too. I believe that sight, or the lack of it, has nothing whatsoever to do with the possibilities of making a vocation of teaching. And I believe we can and we must open this field of work to more and more enthusiastic young people.

RECREATION COMMITTEE

COMPETITIVE BOWLING AS A RECREATION MEDIUM

Leroy Price, Industrial Supervisor
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A recreational program of a competitive nature has long been desired by the adult blind throughout the country. Differences of interests and variances of individual abilities did much to increase the problem of determining what kind of recreational activity would continue to hold the interest of a majority of blind individuals.

In 1946, several agencies established to serve the needs of the blind in Southeast Pennsylvania and the State of Delaware decided to investigate the possibility of organizing a bowling league in that area. They discovered that:

(a) Additional equipment needed for such efforts would be the installation of a guide rail, which cost only a few dollars.

(b) Minor modifications had to be made to conventional bowling regulations in order to make them applicable for such a program.

(c) Blind people with varying degrees of ability could participate in this form of recreation due to a handicap schedule which was generally used in most leagues consisting entirely of sighted bowlers.

It was not long before the leaders of the League became aware of the fact that blind people were bowling in other areas under similar conditions. In the Spring of 1948, plans were made to conduct the first Annual Tournament of Blind Bowlers in Philadelphia. There were 13 teams entered in the Tournament, consisting of 65 bowlers. For the most part, participants came from Pennsylvania and adjacent states. The next tournament was held in Brooklyn in 1949 and again in Philadelphia in 1950. At this tournament, the number of teams increased to 20, consisting of approximately 100 participants. These figures do not indicate a great increase.

News of our activities were spreading and requests for information were constantly being received from individuals and agencies for the blind. These requests proved to be a real challenge to those interested in making it possible for other individuals to participate in this type of recreation. Many week-end trips were made at the expense of the individual traveler. Conferences were held with executives of agencies for the blind who were interested in integrating this type of activity into their program. Other meetings were held with groups of handicapped individuals desiring to organize bowling leagues in their own communities.

Proprietors of bowling alleys, too, had to be assured that their equipment would not be damaged by the invasion of groups of blind individuals. At this time, the need to organize a National Bowling Association was quite apparent, and so, in January, 1951, in the city of Philadelphia, the American Blind Bowling Association was organized. Its purpose is to promote bowling activities among the blind throughout the country and to conduct and supervise an annual blind bowling tournament.

COMPETITIVE BOWLING AS A RECREATION ACTIVITY FOR BLIND PERSONS

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As has been stated, the American Blind Bowling Association was established in 1951, a national organization in name, at least. Those associated with its formation thought they had faced serious problems, but they soon found that the difficulties which arose in the years ahead rapidly dwarfed those of the early days. Happily, the majority of them turned out to be no more than growing pains, but as they arose they seemed pretty serious, and some actually were quite severe. When founded in 1951, ABBA numbered only 3 leagues and about 125 bowlers, all in the New York City, Philadelphia and Eastern Pennsylvania areas. As word of the new organization slowly circulated, inquiries came to the office of the National Secretary, revealing bowling interest and activity in Midwestern cities such as Detroit, Cleveland, Columbus and Canton (Ohio). Later on similar interest was found in Buffalo, Cincinnati, Chicago, Pittsburgh, Saginaw (Michigan), and several other Midwestern and Eastern cities. Information was dispatched to these interested groups, and membership was soon on the rise. As membership grew, so did the size of the annual National Tournaments. The first of these under ABBA sanction was held in Wilkes-Barre, Pennsylvania, in 1951 and attracted 20 teams. In 1952, New York City hosted the tournament, at which 35 teams participated, and the Midwest was well represented for the first time.

One of the first problems to be faced by the young but sprouting organization was to provide suitable leadership and supervision for its activities. Accordingly, officers were elected, a board of directors was created, and representation for all member leagues was provided. A constitution and by-laws were drafted, and committees were appointed to help run ABBA affairs. The basic philosophy in the mechanics of the organization was to provide for, and encourage, active participation in its government by all its members.

Another important need soon recognized was that of providing a sufficiently extensive program to encourage yearly membership by all groups. In the beginning, the National Tournament was the one big attraction, and it still remains the largest single influence toward membership. At first, leagues would join in the years they felt able to attend tournaments, but not in the years when they would be unable to attend. To provide greater incentive toward membership, and more activity for all concerned, a publication called *The Blind Bowler* was circulated periodically to disseminate bowling news and information to the membership and to agencies for the blind which might have recreation programs. Another step taken was the establishment of medal awards for outstanding achievement by individuals or teams during the regular bowling season. More recently ABBA has undertaken to sanction local and sectional tournaments, and for the last two years has itself conducted a mid-year Mail-O-Graphic Tournament, which does not require travel to a central location and places very little expense on the participants.

As is the case with any new organization, ABBA has had its financial headaches. From the beginning it has carried on its activities with the aid of membership fees of $1.00 per person. To supplement this, it has been most fortunate in that sponsors of most National Tournaments have enabled ABBA to realize some profit from these yearly events.

Leroy Price was ABBA's first National Secretary and, when he turned over the reins to me at the close of the 1954 bowling season, ABBA was a healthy child, numbering 18 leagues with a total membership of more than 400 persons.

Development in the years since then has

been equally rapid. Membership during the past year reached 36 leagues and 770 members. Each National Tournament has been larger than its predecessors. From 20 teams in 1951 it grew to 53 by 1954, and to 101 this past year in Pittsburgh.

I present the above statistics and details to give you a general idea of the extent to which growth has occurred in the past eight years. It must be kept in mind that this growth would not have taken place without the interest, participation and cooperation of blind bowlers everywhere. They wanted this sort of activity, and that has made the entire program. Mention must also be made and credit given to agencies for the blind for their continued interest and support of the program.

As much as organized bowling has expanded, the surface is barely scratched. For the most part, the program is now centered in the larger cities. ABBA files contain requests from many smaller cities and towns for information and guidance to assist them in starting programs. This is being done wherever possible within ABBA means, for the people in these harder-to-reach areas seem just as eager and enthusiastic for competitive bowling as their big-city counterparts.

This seems an appropriate time to make absolutely clear the fact that competitive bowling is not the only type of bowling and is not going to interest every individual who likes to bowl. There are many who enjoy bowling strictly on a social level, and these should not be, and are not being, overlooked or subjugated to those who enjoy an organized program. Each group has its place, and there is room for both. Perhaps the best illustration of this which I can offer is the program of the New York Lighthouse. Fortunate in having a pair of alleys both in its Manhattan headquarters and Queens Center, it offers bowling activity for adults five nights a week and for children on Saturday afternoon. Two of these nights are given over completely or in part to League bowling, the other nights to informal bowling and to instruction for those interested in improving their game.

The foregoing rather sketchy history of ABBA illustrates the development, in a rather short period of time, of a recreation activity for blind men and women which parallels a similar popularity in bowling among fully sighted adults. It is a form of active recreation which provides exercise, healthy competition, and the opportunity to temporarily cast aside the tensions and pressures of daily life. Those of us fortunate enough to have been closely associated with its expansion firmly believe it offers even more. It provides an opportunity, for those who are interested, to develop and exercise leadership qualities and satisfy a desire for service to others. It also provides the opportunity, through the fine work of sighted volunteers associated with almost every group, for integration of the blind and sighted which frequently carries beyond bowling and into other activities. It has created opportunities for travel and expanded life experience which many of those who take part in it might never have otherwise had. To illustrate this, I mention that many bowlers who attend National Tournaments arrange their vacations at this time, so as to spend extra time sightseeing and visiting friends in the various Tournament cities.

In summation, let us realize that competitive bowling as offered through the American Blind Bowling Association has become an important recreation activity for a large and increasing number of blind adults. It means different things to different ones of them, but means a great deal in one way or another to all who participate. Let me close with one example. Several years ago a crippled and underprivileged young man, who had never before been away from the large Eastern city of his birth, attended a National Tournament in a Midwestern city. Returning home by train with other members of his group, he ventured into the dining car for his first meal in such surroundings, and, when someone offered to read him the menu, he asked for the price of the most expensive meal. When he found that he had enough money left to purchase it, he said, "I'll have it. I've never done this before and may never be able to do it again, so I might as well enjoy it while I can."

RECREATION AND ITS APPLICATION TO A REHABILITATION CENTER

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Let us first look at recreation in general terms, and how it affects rehabilitation, before considering its application to the rehabilitation center.

The need for and interest in recreational activity is by no means a recent development. However, its importance has unquestionably been magnified by the ever-increasing complexities of modern life. As jobs become more specialized and consequently monotonous, requiring less and less physical or mental exertion, the individual seeks release and stimulation in leisure-time activity.

Another tension-producing factor is the result of our higher educational level; this coupled with modern communication has made the whole world a single community, so that our concern is no longer limited to the family, neighborhood, state, or nation but, rather, we accept the whole world and all its problems as our individual responsibility to worry about—even if we have no solution.

Certainly not the least important pressure in our daily life is the highly competitive nature of almost every phase of our culture. These, and other forces in the individual's daily life, result in physical, mental, and emotional stress, which in turn has its effect on human behavior. Recreation in large measure can provide the individual an outlet for his physical and emotional tension, and an opportunity to satisfy some of his otherwise unmet needs.

Recreation, then, can be viewed as a stabilizing activity providing an outlet for unconscious and anti-social emotional drives, such as aggression, hostility, regression and others, while at the same time it provides opportunity for the gratification of other needs, such as recognition, acceptance, and a sense of belonging. A leisure-time interest then makes an important contribution to the total adjustment of every individual, and is a must for the stable, mentally and emotionally healthy individual. If recreation is so important in the life of the so called "normal" individual, how much more importance must it assume in the life of the rehabilitation client, particularly the client with a severely-limiting disability such as blindness?

The emphasis in rehabilitation has been and still is to some extent on physical and vocational rehabilitation. Experienced rehabilitation workers are realizing more and more the necessity of working with the total person in his total life situation. An occupation cannot be an entirely separate or isolated part of a person's life situation, but is only a part of the whole. The adjustment a person makes in his community away from the job must necessarily affect his performance on the job.

A disability such as blindness obviously creates many physical, mental, and emotional stresses. The blind person is often seen by his community as a "hopelessly helpless individual" whose only contribution to the community is to serve as an object for sympathy, and this attitude on the part of the community only supports and reinforces his own negative feelings of uselessness, inferiority, and general inadequacy. The community's preconceived ideas of blindness raise barirers between the blind person and participation in community life. These barriers are difficult but necessary ones to overcome, and the most effective approach is for the client, with the help of the worker, to prove to the community through demonstration and example that he is capable and anxious to become a participating member of the community.

In any case, if the rehabilitation agency can expect to make any lasting contribution to the rehabilitation client and his ability to perform adequately in a competitive society, then it has no choice but to work with the

client in his total situation. A vital and inseparable part of his total life adjustment is opportunity for a physically, mentally, and emotionally satisfying leisure-time activity.

If then we agree that recreation is an essential part of one's daily life, and is perhaps made more important in the life of the blind person by reason of his additional frustrations, then the rehabilitation center clearly has the responsibility to provide recreational opportunities to its clients to the same extent and importance it assumes in one's daily life, and in similar proportions. In planning a recreation program for the rehabilitation center we need first to know the clientele, their capacities, limitations, and the problems with which they are faced. Then, and only then, can we set the goals and aims of the program. The clientele of a rehabilitation center for the blind varies widely as to interests, age, intellect, physical capacity, sex, etc. They also represent widely divergent cultural, social, and economic levels. The only common characteristic is blindness, and even this varies rather widely from legal to total blindness. All of these factors obviously will have considerable effect on the person's need and desire for recreation, and will also affect his capacity to participate in the over-all program. Naturally these factors will determine the program's activities; however, the one common characteristic of blindness will largely dictate its goals. The central goal in the recreation program, as it is in much of the center activity, is to assist the client in making an adequate adjustment to his total life situation. However, the recreation program can be seen as having three major values;

1. As a Tension-Reducing Activity:

The blind client, of course is faced with a myriad of frustrating experiences in his everyday life. The little daily routines, that with sight he accomplishes simply and almost automatically, without sight become major obstacles, such as shaving and wondering if the sideburns are even; putting sugar in his coffee and wondering if any or all of it spilled on the table; then wondering if he should ask someone to write a letter to the folks back home — on second thought, though, do they want to hear; then wondering if he will get a letter from them and, if so, who may he bother to read it. The whole day is filled with such frustrations and anxiety-producing incidents. Neither can we overlook the fact that many of the center's scheduled activities, such as, Braille, typing, shop and travel, all make their contribution to the day's frustrating experiences, heaping tension on tension. Can there be any doubt of the need for a tension-reducing activity, and isn't recreation the natural course to take?

2. Provide an Opportunity for Group Exercises:

One of the major goals of recreation is socialization. An opportunity for inter-personal relations is vital to the client's social adjustment. He finds it easier and much less threatening to participate in an activity with similarly disabled persons, and, by so doing, the disability is minimized. He feels more adequate and participates more freely. Through the group interaction, the client is able to see himself and the role he can play in a social group. It provides him, too, with an opportunity to assess and shape his behaviour to fit a socially acceptable pattern. Group activities in this setting will help the client to develop condence and the sense of social adequacy so necessary if he is to be expected to integrate socially into the community. In short, no one ever learned social adequacy in solitary confinement; group experience is the only solution.

3. Community Group Experience:

The ultimate goal is for the client, upon returning home, to find his place in the community and have the confidence to fill it. As the center client gains confidence and a sense of social adequacy, he should be given encouragement and assistance when indicated to take part in the local community's activities that interest him. The client should be made aware of the recreational opportunities in the community, and should be encouraged to explore any activities that particularly interest him. There are many resources available, such as, churches, lodges, hobby clubs, and character-building agencies (such as the Y's). All of these groups are ordinarly happy to have a client participate in their program. It is quite often advisable for the recreation worker or counselor to make the initial and interpretative contact with the or-

ganization, in order to ensure that the client's first visit will be a pleasant and satisfying one. If the client has an opportunity for some group experience with sighted persons while still in the center, where the counselor can offer him some support and guidance, his return home to a participating role in his community will be a much less traumatic experience. If the clients move into the community on an individual basis, rather than as a group, they will of course be much more readily accepted into the group, and therefore the experience will be more meaningful to them.

Above all we must recognize that these goals will not be reached, nor even attempted, by all clients, for recreation misses its mark entirely as a satisfying and revitalizing experience unless it is voluntary and free of prolonged stress. Therefore, the individual client should be encouraged to participate only within the limits of his interests, his needs, and his physical, mental and emotional capacities.

Planning the Program

Planning for leisure-time activity must be done on an individual basis, and should be initiated soon after the client's arrival. The responsibility for planning with the client would be that of the recreation worker or the center counselor. He or she will, of course, be familiar with the client's social history, which should cover rather thoroughly the client's previous recreational interests and the extent to which he has participated in community life. By knowing the client's past interests and activities, the counselor is better able, through continuous guidance and exploration, to help him to choose activities compatible with his interests and needs, and on a level at which he will be comfortable. The worker must necessarily depend on medical, psychological and psychiatric recommendations to prescribe the limits within which the client can participate, and it is the responsibility of the recreation worker to determine the opportunities within those limits.

The client group should have as much responsibility as is practicable for planning the group activities. Of course, they will require some assistance and guidance from a competent leader. If recreation can be expected to have the desired beneficial effect on the client's total adjustment, it must be conducted in an atmosphere of freedom. This air of freedom have the desired beneficial effect on the client's assume the major role in planning, organizing, and carrying out the activities. The recreation leader, of course, should be ready with suggestions and available when assistance is required. The leader, too, can assist by seeing that each client has a part to play in the planning, and can also help the shy or retiring person to join in the activities and feel a part of the group.

Summary

Recreation plays an increasingly important role in the total adjustment of every individual. Rehabilitation must necessarily work with the client in his total situation, and recreation is an integral part of that total life situation. The rehabiliation center should provide recreational opportunity in the same proportion that it assumes in the person's daily life. The recreation activities can be used: First, as tension-reducing activity; Second, as an opportunity for group experience with other similarly disabled persons; and Third, to provide group experience with sighted persons which should be designed to help the client gain sufficient self-confidence to take an active interest in his own community. Planning should be done on an individual basis, and with medical, psychological, and psychiatric advice. Participation should be voluntary, and the clients should assume much of the responsibility for planning and carrying out the activities. The recreation leader should provide guidance and assistance, seeing that everyone participates to the extent of his ability.

Conclusion

Recreation plays an important role in the rehabilitation center's total program. The contribution it makes will largely depend on planning and the imagination of the leader. It should be flexible and varied enough to offer each client an opportunity for participation. The emphasis in this paper has been on group experience; however, we should be aware of the need for a carefully balanced program that would offer ample opportunity for the expression of individual interest, as well. The value of the center recreational program will ultimately be determined by what it contributes to the client's capacity to function adequately in his own community.

THE SPECIALIZED RECREATION CENTER

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This is not a paper on segregated versus integrated recreation for blind people, although many notions and emotions engendered by these slogan-words will evolve in the minds of "comfortable" people who are for "what ought to be." Too often used too generally, and at times ingenuously, there is still much to be learned about the specific human dynamics and values in cultural integration. Today most workers are committed to the principal of integration because, "it enables us to agree with a similar sense of ethical and moral impeccability and still obscure a wide range of actual differences."[1] It enables us to conform without any need for specific implementation.

This paper is concerned with a reality which has two basic components. The first is that our modern society is reluctant or unable to assimilate certain personality types, certain limitations of mental and physical incapacity. Within this component is the demanding responsibility and discipline for defining as specifically as possible the characteristics of a particular blind person or a group of compatible blind people. How difficult it is for us to understand that difference can be positive; how difficult it is for us to accept difference in race, religious faith, language, customs, physical appearance, intellectual capacity, etc. Yet, how easily we become indignant about the "blind stereotype"; how easy it is to demand that others do unto us that which we do not do unto others. Blindness is one aspect of difference rejection which is symptomatic of an immature culture which places such high value on conformity and sameness. Understanding this, let us, a specialized group, meeting in a specialized convention, eat our cake slowly, lest it turn into crow.

Other basic socialized findings are significant in considering my first component. "Man is essentially a social being"[2]; "whether a particular physiological or anatomical abnormality places a person within an advantaged or disadvantaged minority depends not upon the biologic fact itself, but also upon society's evaluation of it."[3] The costly, bitter fallacy of minority supremacy or inferiority belies the established finding that the range of characteristic differences within a group are greater than those between groups.

This leads to my second component: there are sufficient numbers of blind persons who need and require a specialized recreation program in which they can experience usefulness, personal fulfillment and social relatedness. The available statistical literature relative to numbers of blind persons and services rendered,[4] supplemented by years of professional experience and observation, adequately substantiate this assumption.

Suffice it to say that implicit in all references to the specialized recreation center are "best practices" as developed by the recreation profession. Minimal requirements are a clearly stated philosophy and operation principles which are centered in a concern for the client, his needs and his rights. Such a center is a concentration of facilities, equipment and qualified staff.

Currently, there seems to be some concern among certain groups in the field relative to

coersive agency influences detrimental to the blind persons served. Here again is an illustration of commitment to high sounding principle with divergent implementation. Broad generalizations based on subjective and limited evidence have limited validity. Within this framework of complexity and polemicy there is much sincerity on both sides. My thirty years of experience leads me to state that for the blind folks in my area, New York City, the notion that they are insidiously lured to the segregated center is patently ridiculous — not when we have a continuous waiting list, individual by individual selection with criteria of need and program content, frequent requests for extension of recreation attendance from program participants, and active client participation in program planning.

Many of us in New York City know the relatively small group of "professional" blind who get extra services and extra satisfactions by exploiting the paralleled program offerings of the several large agencies here. While these "blind" are partly a function of the agencies, they are no more representative of "the blind" than is the small group of more admired independent blind persons who demonstrate their frustrations in less compromising behavior, nor even the many blind persons who are the subject of this paper.

Often, in the most friendly accepting atmosphere of some of our discussion groups, we talk frankly and inquiringly about "outside regular recreation," the inherently superior values of integrated activities, the values of being in the main stream of community life. Consistently, again and again, have come responses elaborating the rejection, the tension and strain, the doubt and same experienced in the regular neighborhood center. I have been involved in such discussion with many hundreds of blind persons. Quite a few were not, and would not, be active in any agency program. Their vehemence against centers seem to me to have much less realism and logic than the less volatile protestations of the folks who need and accept the professional services of the specialized center. "Need" is sufficient justification for any community service.

Interesting is a recent lead article in *The New Beacon.* Here is obviously a well-oriented, active blind person who is a competent bridge player. Having played in many clubs and leagues all over Britain she says, "Thinking of the fine St. Dunstan's Club, I found myself longing for something similar for civilians — a place where we could count on a regular game once or twice a week, whatever might happen elsewhere." In this simple request is a point of view about a recreation service free from any implications of segregation or custodianism. What's with those who feel themselves so undifferent they constantly have to prove it to everyone? How often are we misled by inclusive generalized labels and slogans. It is the "how" of a service that is most significant, and the "how" is the business of the professional worker. Many blind persons are socially, recreationally isolated. These folks need a service on which they can count.

The specialized recreation center is there, with necessary reliable transportation, a comprehensive program to meet the interest and talents of many persons, practical adaptations and projects to encourage venture and creativity, and workers technically skilled with special understanding of the delimitations imposed by visual handicap. Paradoxically, in such a setting, a blind person relaxes and consciously forgets for a little while the negative role he assumes in the main stream of community life. Often, as a result of this relatively small-time segment of positive experience, blind persons are better able to cope with the tensions and prejudices, but these blind folks are really exceptions in terms of themselves and their community circumstances.

This past decade in our history we have had our disturbing experiences with conformity. Is it basically more positive to exact conformity to an ideal of "integration" which so often does not realistically meet the expressed needs of so many blind persons? A basic tenet of our democracy, and a basic principal of recreation and group work, is the right of individual self-determination, the right to be different — of course not in a socially destructive way. The decision as to where and how a person shall be served ought to be on the bases of individual need and individual initiative. I propose that socially isolated and deprived blind persons should receive needed recreation services wherever and however these are obtainable, with as sub-

tantial a participant role as is consonant with professional standards of administration and practice. The recent AFB — AAWB — BLS study[6] revealed the meagerness of recreation facilities and personnel, despite the fact that recreation was the third most prevalent service rendered to blind persons in the country.

The New York Lighthouse conducts several specialized centers regularly attended weekly by more than 1,000 blind persons. We are acutely conscious of our obligation and responsibility to understand and to practice the integration we preach. However, there is the reality of the program needs and demands of the vast majority of our participants who are not ready to move out into wider community participation. Let me again caution the sloganeers. What is wider community participation? Are we again asking of others what we do not do ourselves?

A properly administered and conducted specialized recreation center is not regressive. Such a center can meet all of the ten basic principles developed at the AFB — OVR New Orleans Seminar on Rehabilitation Centers for Blind Persons.[7] In fact the very first tenet is significant for our purpose: "many visually handicapped persons need a variety of services to assist them in making adjustments in order to achieve a maximum functioning level in all phases of living." Recreation is an important phase of living.

I should like to conclude with a suggestion to those who have perhaps listened to this paper with some suspicion and skepticism. Have a little honest conversation with home teachers and other workers who go into many homes where blind people live, not the relatively fewer blind persons with social, psychologic and economic resources, but the thousands of others. Please study the AFB — AAWB — BLS report as it relates to personnel practices in recreation. I think you will agree that there is a great need for increased recreation service to blind persons and that given a concentration of blind persons, particularly older persons, a geographic area of sufficient cultural and economic means, a properly operated specialized recreation center is a desirable community facility.

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VENDING STAND COMMITTEE

HISTORY OF VENDING STAND PROGRAM OF THE UNITED STATES AND CANADA

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There are many persons who would have us believe that the Vending Stand or Business Enterprises Program for the Blind is of recent development, and that it is the result of Federal and State legislation. In this, as in so many developments in the human race, legislation followed the promotion of the program and has not pioneered it. It is quite probable that some blind person in the Stone Age or shortly thereafter operated the equivalent of a vending stand among his neighbors when he traded stone axe heads or his own production of bows and arrows for food and clothing that he could not secure for himself, and we can easily visualize blind men and women down through all the ages of our present civilization applying the principle of barter or of sale for the things they could not produce for themselves.

Even the present day concept of vending stands is reputed to have started about 1895, and it is quite likely that blind persons operated sizable retail businesses in this country long before that. It so happens that I am old enough to remember that about 1910 blind persons were establishing themselves, or were being established by their friends, in the industrial plants of Ohio, Michigan and New England, where they ran lunch services of one kind or another. In 1919, when I came into this field of work, the refreshment stand in an industrial plant or in an office building, operated by a blind person, was already one of the accepted methods of employment. However, the installations were widely scattered, and, because of the almost universal installation of poor equipment and of inadequate stocks because of the lack of funds of the blind person, and also because of the lack of supplementary business management resulting in poor housekeeping, personal grooming, displays, etc., stands failed as rapidly as they were installed. Blind persons were also achieving a reputation for not being compatible with retail merchandising. The installations were made on an emotional appeal basis, but the customers refused to patronize in any considerable volume on a sustained emotional appeal.

In 1921 the Cleveland Society for the Blind began installing stands in hospitals, plants and office buildings, and up until 1937 there were 35 installations made but only two still in existence. I personally observed some of these stands about 1924, and, like so many others that are unsupervised and poorly financed and badly operated, they portrayed the limitations of blindness and not the competency of blind persons. After changing their method of operation in 1937, the program began to grow again and has continued growing. It is today one of the best in the country.

About this same time the Grand Rapids Association for the Blind in Michigan installed a number of industrial lunch service stands and attempted to give them a type of management service, but apparently this was not successful, and the program did not develop. About 1925 the State Agency for the Blind in Michigan employed a young blind man who specialized in establishing stands in state office buildings and hospitals. In the course of three years there were reported

a total of 30 installations, but in five years less than half of these were still in business.

The New York Commission for the Blind began installing stands in factories and in state, county and city office buildings between 1925 and 1930, and here again the total number reached a certain level and then the new installations seemed to be neutralized by the loss of locations.

Pennsylvania began the stand program about 1927, and an analysis of the records in 1939 indicated that 5 to 7 new installations were made each year, and an equal number or more were lost, and thus the total at any one time was held somewhere between 30 and 35 stands.

The American Foundation for the Blind has published a very interesting pamphlet dealing with this subject, and giving far more detail concerning Federal and State legislation than I will attempt here, and after all it is unnecessary. You can read the American Foundation pamphlet at your leisure.

The so-called Presidential Order about 1931 or 1932 resulted in a few magazine stands being established in post offices, and some of these were permitted to expand into rather large service installations because of the support of the local post office officials and the failure of the central post office officials to discipline their own personnel in this subject. It was easier to let the blind person sell tobacco and candy with a magazine permit than it was to combat public opinion in the local area by having him closed out.

The Pittsburgh Agency for the Blind established a few stands in 1925 in the industrial plants of Pittsburgh, Pennsylvania, but these followed the usual pattern of financing by the blind person, no supervision and inadequate management ability.

In 1928, Colonel E. A. Baker, Managing Director of the Canadian National Institute for the Blind, Toronto, Canada, authorized the establishment of refreshment stands, and the first installation was made in a steel mill in Welland, Ontario, where a small building was erected at the gate of the plant and a young blind man was placed in charge. Before this program began Colonel Baker and his staff analyzed the causes of failure in the various states, and decided that they would try to avoid these causes. Accordingly, the CNIB program was the first to assume full responsibility for results, and to operate on such a basis as not to place the burden on the blind person. It was assumed that the average blind person lacked money to capitalize either equipment or merchandise, that the average person lacked business experience, and it was recognized that blindness per se is not an asset in retail merchandising. Accordingly, the Institute established the principle that the stands should be established with the best available equipment in design and quality, and with adequate stocks of merchandise. No excuse was permitted for a poor installation because of the blindness or poverty of the individual operator. Thus, the Institute installations gained the reputation of being expensive because they were always made with outstanding, attractive equipment. When a neighborhood store, run by a sighted person, could be equipped to meet that person's and the neighborhood standards for $500.00; and when sighted people were installing stands in office buildings at a cost from $400.00 to $600.00, Institute installations were being made at costs ranging from $1,000.00 to $5,000.00. The expenditure depended entirely on the size of the stand and the type of business it was to conduct. Again the Institute pioneered the application of successful commercial retail merchandising methods to a social work program. The basic philosophy with the agencies in the United States was that the vending stand program was social work, and that business constituted about 2 or maybe 5 per cent of the consideration. Our Canadian friends insisted that it was first a business, and secondly social work, and that the ratio of social work consideration should be reduced to 2 or 3 per cent of the total. The Institute retained ownership of all equipment, but during the first three to five years it permitted the operators to repurchase such movable equipment as cooking utensils, refrigerators, dishes, trays and the operating inventory of materials.

During this early period, the Institute attempted to provide all necessary supplementary management services (usually called supervision) and to keep all permanent equipment in good repair. This was considered to be a fair contribution from the public funds to the welfare of the blind person operating the

business enterprise. A revolving fund of $20,000.00 was set aside from which were purchased cooking utensils, stocks of merchandise and miscellaneous equipment that the operator was supposed to repay from the earnings. Theoretically the revolving fund should keep revolving, and each new applicant for a stand should have the same opportunity for consideration as the individual who was served a year to five years ago. It was a nice theory except for the fact that it didn't and will not work simply because blind persons are average human beings and have the same standards of responsibility as other people.

After blindness, many people come to the conclusion that they are entitled to anything and everything. They can coerce from the public purse. When requested to make regular payments on his equipment loan, one operator expressed the common view of the majority of blind persons, either in Canada or elsewhere, when he said—"I don't see why I should pay back to the Institute. You raise money from the public for this equipment and you can go out and raise money for other blind persons to pay for their equipment and inventory." Thus a revolving fund ceased to revolve. Another startling exposure was a report from the accounting department when it was found that the cost of maintaining the permanent equipment over a period of five years was equal to 10 per cent of the investment, and the cost of providing necessary management services to prevent blind persons from ruining their business and their own welfare was $100.00 per month per stand. Thus a stand possessing an investment of $5,000.00 created a maintenance expense of $500.00 per year or $40.00 per month, and the management service expense, which included accounting, merchandising and housekeeping supervision was $100.00 per month, and this in the days when a good mechanic was fortunate if he could secure a job at 60c per hour.

This is a problem which exists in every program, but most of our agencies do not want to recognize it, and 98 per cent of the blind group refuse to consider the problem at all. In those days a person on financial assistance might receive $20.00 per month, and if they had any earnings whatsoever the assistance was reduced; but in the selected group of blind persons placed on stands, expenditures from $140.00 to $175.00 per month were made for the individual from the same contributed funds, and this in addition to the operator receiving earnings much higher than those of the average skilled mechanic. It is difficult to understand how anyone could reconcile their sense of equity and fair play to this kind of a situation in which one blind person who is fortunate enough to be placed on a stand receives a large investment of contributed funds, all necessary management services involving a continuous expenditure of at least $150.00 per month, and wages equal to or higher than the person had when sighted. Simultaneously, the other fellow down the street is denied these things because of the lack of money and is restricted to a very meager public assistance grant. Accordingly, the Institute was forced to analyze the entire philosophy of services to blind persons in a business program, because it wanted to establish a plan that would give every blind person the same consideration and opportunity regardless of when the individual applied for service. During this period, also, the staff spent many days and weeks clearing operating problems created by blind persons who tried to show their resentment to good business methods by doing everything that was contradictory to good business.

The successful chain store organization supplied the pattern, and these principles were adopted in 1933. All loans to blind operators for equipment, merchandise, etc., were eliminated. If the blind person had fully paid for the loan he was reimbursed and if he had paid only a portion of it, then he was reimbursed for that portion. There were a number of instances in which nothing had been paid on the personal loan account in a period of three or four years, and of course the elimination of this charge was easy. Under this commercial plan the entire investment in equipment, merchandise, petty cash, etc., was that of the agency and the operator was eventually put on a straight salary and incentive bonus. The salary was compatible with the type and degree of responsibility for management, and the incentive bonus provides additional income for honesty and efficiency. If the stand earns a profit over and above all

its expenses, that profit is used by the agency to meet its costs for management service, which includes field supervision, housekeeping and menu supervision, replacement of all equipment, every type of insurance, accounting, etc., etc. This system places the responsibility for success or failure squarely on the shoulders of the staff of the agency for the blind, and that is where it belongs. The responsibility for the failure of a stand should never be placed on the shoulders of the blind person who lacks business experience and funds, knows practically nothing of public relations, bookkeeping, etc. The system of individual ownership gives the agency the opportunity to dodge responsibility. These experiences in Canada, as well as the results in more than a dozen states, preceded the enactment of the Randolph-Sheppard Act in 1936. However, the successful development and operation of stands in Canada served to neutralize the adverse influence of the failures in the United States, and the Canadian success story encouraged Congress to approve the Randolph-Sheppard Act. Experience in Washington, D. C., also preceded the passage of this Act.

When the Office of Education began to administer the Randolph-Sheppard Act in 1937, the supervisor was given a complete description of the results in the District of Columbia by officials of the Public Buildings Administration when they said—"We permitted 17 stands to be put in our buildings in 1933, and 11 of these are still in existence. There is nothing in our experience that leads us to believe that blind persons and retail merchandising are compatible, and we intend to close these 11 stands as rapidly as circumstances will permit. We do not believe in the program envisioned in the Randolph-Sheppard Act and we want nothing to do with it."

Several persons interested in this activity in the District of Columbia, namely: Harold Dwyer of the Perpetual Building and Loan Company; Walker K. Handy of the Potomac Electric Power Company, and myself, incorporated the Washington Society for the Blind as a private agency, and for the purpose of providing commercial business management to the stand program in the District of Columbia. The Board of Directors was built permitted to operate them any way they borrowed from various sources to capitalize the stands, a contract was made with the District Rehabilitation Service to operate the stands under permits secured by the Rehabilitation Service, and this demonstration program began business in January, 1938. Within three years the total sales exceeded $500,000.00, the Washington Society repaid its loans, and blind persons had an average income of approximately $75.00 per week. As a result of this demonstration in the nation's Capital, state agencies saw the value of the system and adopted it either partially or entirely. The results in the states were in direct proportion to the completeness with which they followed the Washington pattern and good commercial practice.

It was about 1946 or 1947 that the Office of Vocational Rehabilitation attached legislative language to their appropriations, and secured permission to provide Federal rehabilitation funds for equipment in business enterprises. Because of the traditional carry-over and emotional blocks, the administrators of rehabilitation found it difficult to accept the proposition that Federal funds could and should be expended for basic inventories and for attractive, adequate equipment installations, some of which should and did cost $5,000.00 to $10,000.00. During this period of years, from 1937 to 1954, many amendments to the Randolph-Sheppard Act were prepared, and some of them were approved at Executive Committee Sessions of the House, Labor and Education Committee, but they were never passed by Congress. The simple reason for the failure was that of the emotions of various people in work for the blind, as well as in Federal government, who could not bring themselves to accept blind persons in business enterprises on a commercial basis. Finally in 1954 the Randolph-Sheppard Act was amended, and many of the principles that had been validated during the twenty-year period were incorporated in the new amendments. However, these amendments have also served to deteriorate the hard-won, expensive experiences of blind persons and agencies for the blind, because they encourage a return to the philosophy of the early part of the century in which blind persons are encouraged to acquire ownership in the stands, and are to a total of about fifteen persons, funds were

please. In other words, we are trying to ignore the lessons of the past and the cause of failures all over the country simply because a few vociferous blind persons have insisted on a personal point of view, and because administrators want to dodge their responsibilities.

I do not consider the stand program to be adequate in any area unless 3 to 5 per cent of the estimated caseload of blind persons in that area are successfully employed in a business enterprise environment. This is not achieved in any area with individual ownership and inadequate and incompetent management service. Again, a business enterprise program is not succeeding in a community unless owners of buildings and of industrial plants invite our participation on their premises in the operation of refreshment services. These invitations come as a result of the confidence of the owners of property in the organization, and they do not come to us if the owner of the building is required to discipline the operator of the stand with regard to housekeeping, business relationships, etc. It seems to me that our business enterprise program has now made a complete circle in the first half of this century, and we will not progress until that circle is broken and the line moves straight ahead—and on the basis of facts concerning people, and not emotions concerning our individual selves.

Again, I consider the business enterprise program to be a failure in the over-all sense that we have permitted ourselves to think in terms of selling tobacco, candy, packaged foods, soft drinks, etc., and this is just as damaging to the welfare of blind persons as is their assignment to the making of brooms, the operation of a drill press or a sewing machine. In other words, we have allowed ourselves to fall into the trap of segregation of activity in the business enterprise program in the same manner as we have in so many other fields. Because every refreshment stand is a conspicuous educational force for the skills of blind persons, we cannot afford failures, and any system that will insure or compel us to be successful, and that will produce increasing employment opportunities for blind persons in the future, is the only system that we can afford to approve.

CONSTITUTION AND BY-LAWS
CODE OF ETHICS

CONSTITUTION AND BY-LAWS
OF
AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

Adopted July 8, 1947, at Baltimore, Maryland
Amended July 22, 1949, at Boston, Massachusetts
Amended July 14, 1950, at Salt Lake City, Utah
Amended July 17, 1953, at Washington, D. C.
Amended July 13, 1956, at Los Angeles, California
Amended July 11, 1957, at Chicago, Illinois

CONSTITUTION

ARTICLE I

Name

This Association shall be known as the American Association of Workers for the Blind, Incorporated.

ARTICLE II

Purpose

The purpose of this Association shall be to render all possible assistance to the promotion of all phases of work for, and in the interests of, the blind and to the prevention of blindness throughout the whole of the Americas, the Territory of Hawaii, and the insular possessions of the United States.

ARTICLE III

Membership

Section 1. All persons in the Americas, in the Territory of Hawaii and in the insular possessions of the United States interested in the welfare of the blind or in the prevention of blindness shall be eligible to membership in this Association. Every applicant for membership shall be approved by two members of the Association in good standing.

Section 2. The membership of the Association shall be classified into the following groups:

a. Executive heads of agencies doing city-wide, county and local work for the blind, executive heads of workshops and industrial homes for the blind, and executive heads of homes for the blind.

b. Rehabilitation specialists, placement agents and field officers for the blind, except those engaged in business enterprise or stand programs.

c. Home teachers and social workers other than home teachers engaged in work with the blind.

d. Lay and non-professional group. (This group shall be composed of persons employed in work for the blind or prevention of blindness on a non-professional level, and any other persons interested though not employed in work for the

blind or prevention of blindness.)

e. Executive heads of any Commission or Association doing statewide work for the blind.
f. Executive heads of national agencies for the blind and professional staff members.
g. Executive heads of residential and day-school classes for the blind, and teachers in residential and public-school classes.
h. Librarians for the blind, administrative heads of publishing houses for the blind and all others engaged or interested in publishing for the blind in any process.
i. Business enterprise and stand specialists.

Section 3. Additional groups may be formed from time to time by action of the Board of Directors; provided that a minimum of fifty (50) members in good standing will be required of all new groups so formed; and provided further that such action of the Board is approved by a two-thirds (2/3) vote of the membership present and in good standing at the next business meeting of the Association.

Section 4. Persons may be elected to honorary membership in the manner provided in the By-Laws.

Section 5. Any member may be declared to be not in good standing by a two-thirds vote of the members of the Association present and voting at any meeting, annual, or special, or by a two-thirds vote of the Board of Directors, for cause, of which evidence has been presented, which the Association or Board of Directors deem to be sufficient; and such members may be reprimanded, deprived of privileges of membership, suspended, or permanently dismissed, as may be determined by a two-thirds vote of those present and voting.

ARTICLE IV

Officers

Section 1. The officers of the Association shall consist of a President, a First Vice-President, a Second Vice-President, a Third Vice-President, and a Treasurer, all of whom shall be elected for a term of two years by the members of the Association in good standing. Voting shall be by means of a standing vote and the members shall remain standing until counted. In the event of a contest for the election of any officer, voting shall be by secret ballot, in any manner prescribed by the Board of Directors. The election shall take place not later than four o'clock in the afternoon on the next to the last day of the meetings in odd-numbered years, and said officers shall assume their duties at the conclusion of business on the last day of the meeting at which they are elected. A President shall not be eligible to succeed himself.

Section 2. The First Vice-President shall automatically succeed to the Presidency two years after his election; and shall exercise the duties of the office of the President in the event the office of the President becomes vacant; or in the judgment of the Board of Directors, the President is found to be incapacitated; provided further that such action of the Board may be set aside by a two-thirds (2/3) majority vote of the membership present and in good standing at the next business meeting of the Association.

ARTICLE V

Board of Directors

Section 1. There shall be vested in a Board of Directors the authority to govern the Association by directing its policies and operations in all matters relating to the purpose for which it has been formed.

Section 2. The Board of Directors shall appoint an Executive Director who shall serve at the will of the Board. The Board of Directors shall prescribe his duties and the conditions of his employment.

Section 3. The Board of Directors shall be composed of the elected officers of the Association, the immediately surviving Past President of the Association and one member from each of the established groups who shall serve for four years. Each group shall elect its own Director at the meeting at which the term of its Director expires. The terms of all Directors shall begin at the conclusion of business on the last day of the meeting at which they are elected.

Section 4. All established groups shall elect their Chairman and Secretary at each meeting in odd-numbered years, who shall serve until their successors are elected and qualify on the last day of the meeting, as is provided in Article IV.

Section 5. In the event of contests for elections, voting for Board Members and Group officers shall be by secret ballot should the member elected by a group shall not be eligible to succeed himself. A Board members of the group so desire.

BY-LAWS

Membership

Section 1 (a). Any eligible person living in the Americas, in the Territory of Hawaii or in the insular possessions of the United States may make application for membership in the Association to the Executive Director. Every applicant for membership shall be approved by two members of the Association in good standing. Annual dues shall be paid before the applicant can qualify as a member. Upon receipt of satisfactory information as to his major activity, each member shall be enrolled in the group in which he is entitled to membership by virtue of his position, occupation or interest. This procedure when completed will constitute membership in good standing. Any person may be elected an honorary member by the Association or Board of Directors, and have all the privileges of regular membership except that of voting. (b) Any eligible agency engaged in work for the blind or related fields, shall upon approval of the Board of Directors and upon payment of a sum fixed by the Board of Directors of the Association, hold a Sustaining Membership in the organization which will entitle it to all the privileges of regular membership except that of voting.

Dues

Section 2. (a) The annual membership dues of five dollars ($5) or such other amount recommended by the Board and approved by the membership shall be due and payable on the first day of the calendar year. Each member in good standing shall be entitled to register without fee at conventions and to receive without charge all official publications of the Association. (b) Upon payment at any time of the sum of $100 cash, in full, or in minimum installments of $25 each, paid at no longer than twelve month intervals, any person otherwise eligible for membership may be enrolled as a Life Member, with all membership privileges and without further payment of annual dues. In the event of any lapse in the payment of installments, all installments paid shall be applied as advance payments of annual dues for as many years as the payments made can be so applied, beginning with the membership year in which the first installment was received. No refund of installment payments shall be made.

Officers

Section 3. Except as otherwise provided in these By-Laws, the duties of the officers shall be such as those prescribed in "Roberts Rules of Order, Revised."

The Board of Directors

Section 4. At each meeting in odd-numbered years, the Board of Directors shall nominate from the membership the following officers: First Vice-President, Second Vice-President, Third Vice-President, and Treasurer. Other nominations may be made from the floor. The President shall act as Chairman of the Board of Directors. Power shall be vested in the Board of Directors, in the interim between meetings, to take whatever action it may deem necessary for the government and direction of the Association. The Directors may fill vacancies on the Board for any unexpired term, by electing as a Director a member from that group represented on the Board by the Director whose place has become vacant.

Committees

Section 5. The Executive Committee shall consist of the Officers of the Association, and shall have charge of all matters delegated to it by the Board of Directors. An Auditing Committee of three members, none of whom shall be a member of the Board of Directors, shall be appointed by the President on the opening day of each annual meeting to audit the accounts of the Treasurer and to report to

the Association before the close of the meeting. All other Committees shall be appointed by the President and members shall serve at the pleasure of the President unless otherwise ordered by the Association or by the Board of Directors; such committees as may be appointed shall be empowered to sit with members of similar committees of the American Association of Instructors of the Blind, as members of such Joint Committees representing the American Association of Workers for the Blind and the American Association of Instructors of the Blind as may be constituted through parallel approval of the American Association of Instructors of the Blind.

Elections

Section 6. On the second day of each meeting in odd-numbered years the members of each group there present and entitled to do so shall elect one of their own number to represent the group on the Board of Directors, and shall certify the results of the election to the Executive Director in writing. Except where elsewhere provided, the method of voting shall be as provided in "Roberts Rules of Order, Revised." The Executive Director shall furnish to each group a list of members in good standing entitled to vote therein. No member shall be permitted to vote in more than one group.

Disbursements

Section 7. All income of the Association shall be received and receipted for by the Executive Director. He shall, no later than the fifteenth day of each month, pay over to the Treasurer all income received by him during the previous month, taking the Treasurer's receipt therefor. The Treasurer shall keep the funds of the Association in some convenient bank approved by the President. All funds shall be paid out on voucher checks in the form to be prescribed by the Board of Directors, signed by the Treasurer and countersigned by the President or the Vice-President. The fiscal year shall be from July first through June thirtieth.

Parliamentary Authority

Section 8. This Association, except as otherwise provided in its Constitution and By-Laws, shall be governed in all its meetings by parliamentary law as contained in "Roberts Rules of Order, Revised."

Quorum

Section 9. At any annual or special meeting of the Association 150 of the members present and in good standing shall constitute a quorum. At any meeting of the Board of Directors, a majority of the Directors shall constitute a quorum.

Amendments

Section 10. These By-Laws may be amended at any annual meeting by a two-thirds affirmative vote of those voting; provided, however, that the proposed amendment has been previously approved of by the Board of Directors, or proposed in writing and signed by twenty-five members in good standing, and provided also that the same information has been mailed by the Executive Director to each member at least thirty days before the vote is taken.

CODE OF ETHICS
OF THE
AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

Adopted, July 14, 1953, at Washington, D. C.

Amended, July 16, 1954, at Houston, Texas

Amended June 24, 1955, at Quebec, Quebec

Amended, July 13, 1956, at Los Angeles, California

The operations of all agencies for the blind entail a high degree of responsibility because of the element of public Trusteeship and protection of the blind involved in services to the blind. We therefore adopt the following basic principles, and ask all agencies relying upon public support for their programs of service to the blind to adopt these principles. Upon application, annually, the A.A.W.B. will issue its SEAL OF GOOD PRACTICE to all those agencies for the blind which agree to accept and to adhere to these provisions.

1. Board. An active and responsible governing body, with legal authority, serving without compensation, holding regular meetings, and with effective administrative control.
   - *(a) No more than one paid staff member should serve as member of the governing body.
   - *(b) Four meetings a year of Board and/or Executive Committee should be considered a minimum.
   - *(c) Vacancies on the Board of a private agency should be filled by election, not by appointment, except perhaps on a temporary basis.
2. Purpose. A legitimate purpose and with no avoidable duplication of the work of other sound organizations.
3. Program. Reasonable efficiency in program management, and reasonable adequacy of resources, both material and personnel.
   - *(a) Service reports should reflect volume of service in each area where service is claimed. They should be available to the public and should contain a statement of receipts and expenditures or an indication of where such information might be obtained.
4. Cooperation. Evidence of consultation and cooperation with established agencies in the same or related fields.
5. Ethical promotion.
   - (a) Ethical methods of publicity, promotion, and solicitation of funds.
   - (b) No portrayal of the blind as helpless.
   - (c) No use of any living blind person's name or picture without prior permission of individual concerned.
   - (d) No granting of the right to commercial manufacturers or vendors to couple their support of programs for the blind with their sales promotion.
   - (e) No representation of products as made by the blind unless the agency employs blind persons to an extent constituting not less than 75 per cent of the total personnel engaged in the direct labor of production of manufactured blind-made products. Temporary exceptions may be recognized in the case of experimentation with new products and/or processes.

   Direct labor production means all work required for preparation, processing and packing, but not including supervision, administration, inspection and shipping.

   Definition of blindness: The term "blind individual" means an individual whose central visual acuity does not exceed 20/200 in the better eye with correcting lenses, or whose

*Adopted, 1954, at Houston, Texas.

visual acuity is greater than 20/200 but is accompanied by a limitation in the fields of vision such that the widest diameter of the visual field subtends an angle no greater than 20 degrees.

*(f) Publishers of Braille periodicals should check their subscription lists at least once a year to ascertain whether or not their publications are still desired.

6. Fund-Raising Practice. In fund-raising:

(a) No payment of commissions for fund-raising.

(b) No mailing of unordered tickets or merchandise with a request for money in return. Exceptions may be recognized in the case of agencies which use and have used seals as a traditional part of their fund-raising techniques.

(c) No general telephone solicitation of the public.

(d) No entertainment by or in the name of an agency for the blind unless the complete net income from the sale of tickets is paid to the agency and unless the entertainment is in all other respects promoted in accordance with the principles set forth in the over-all statement of principles.

(e) No solicitation of funds in areas in which the agency soliciting renders no substantial service to the blind of that area.

**(f) No use of cannisters, coin boxes, collection boxes and such on the public streets and in public places; no "postman's walks" and similar fund-raising schemes.

***(g) No approval to agencies which accept funds from other groups which employ any of the above-mentioned methods of solicitation, which violate the Code of Ethics.

*(h) Twenty-five per cent of funds raised would seem sufficient for cost of fund-raising, although as much as 40 per cent might be justified in some cases. (Cost of office space may be excluded when computing percentage but bequests and income from investments should be excluded when computing total of moneys raised).

*(i) All moneys raised must be spent for the purpose for which they are solicited. If a justifiable shift is to be made, then the donors should be notified.

7. Audit. Annual audit of books by a State, Federal, or independent certified account ant showing all income and disbursements in reasonable detail.

8. Budget. Detailed annual budget, translating program plans into financial terms.

9. Activities. Annual report of work of the agency, in reasonable detail, including a brief, informative statement of principal sources of income and types of expenditures, or an assurance in writing that an audited financial statement may be secured from an accountant (whose name and address shall be furnished).

10. Information. Agreement to furnish the A.A.W.B. such information as will serve to establish the right of the agency to the SEAL OF GOOD PRACTICE of the A.A.W.B. This to include a financial statement certified by the financial officer of the agency, in such reasonable detail as may be requested; information with respect to the budget of the agency; activities report and forecast of future programs and fund-raising projects. It is agreed that all such information shall remain confidential to the Certifying Committee of the A.A.W.B.

11. Appeal. In the event of disapproval of any application for the SEAL OF GOOD PRACTICE any agency so disapproved shall have the right of appeal to the Board of Directors of the A.A.W.B. for a review and final decision.

*Adopted, 1954, at Houston, Texas.
**Adopted, 1955, at Quebec, Quebec.
***Adopted, 1956, at Los Angeles, California

1958 CONVENTION STATISTICS

State	*Member*	*New Member*	*Life Member*	*Installment Member*	*Total*
ALABAMA	10	13			23
ARIZONA	2				2
ARKANSAS	14	8	1		23
CALIFORNIA	34	4	2		40
COLORADO	4	4	1		9
CONNECTICUT	13	3			16
DELAWARE	19	6	1	1	27
DISTRICT OF COLUMBIA	60	21	2	1	84
FLORIDA	22	12			34
GEORGIA	13	11	1		25
HAWAII	4				4
ILLINOIS	44	5		1	50
IDAHO		2			2
INDIANA	12	4			16
IOWA	3	3			6
KANSAS	8	4			12
KENTUCKY	11	7		1	19
LOUISIANA	11	4			15
MAINE	1	3			4
MARYLAND	11	5	1		17
MASSACHUSETTS	22	17	1	1	41
MICHIGAN	15				15
MINNESOTA	16	8			24
MISSISSIPPI	4	13			17
MISSOURI	29	3	2		34
MONTANA	3	1			4
NEBRASKA	5	1			6
NEVADA					
NEW HAMPSHIRE	5	3			8
NEW JERSEY	19	15			34
NEW MEXICO	5	7			12
NEW YORK	107	30	4	1	142
NORTH CAROLINA	58	38	1		97
NORTH DAKOTA	1	1			2
OHIO	27	10		1	38
OKLAHOMA	3				3
OREGON	6	2			8
PENNSYLVANIA	260	66	4		330
RHODE ISLAND	8	1			9

SOUTH CAROLINA	6	1			7
SOUTH DAKOTA	2				2
TENNESSEE	60	121	5	1	187
TEXAS	25	9	1	3	38
UTAH	6				6
VERMONT	2	4			6
VIRGINIA	18	6	4		28
WASHINGTON	7	3			10
WEST VIRGINIA	5	4			9
WISCONSIN	9	2			11
WYOMING	3				3
CANADA	91	8	2	2	103
CUBA	2				2
FRANCE	1				1
MEXICO	2				2
TOTAL					1667

SUSTAINING MEMBERS

AMERICAN FOUNDATION FOR THE BLIND

15 West 16th Street, New York 11, N. Y.

Purpose

The American Foundation for the Blind was incorporated as a private agency on September 23, 1921, and opened its offices in New York on February 1, 1923. It was established by action of agencies serving blind persons and by their friends to promote higher standards of service throughout the United States on behalf of all blind and deaf-blind persons. In its work, the Foundation cooperates with, and makes its consultation available to, local, state and national governmental and voluntary organizations working with or for blind individuals and represents the interests of blind persons with the various agencies of the Government. Its objectives are to help those handicapped by blindness achieve the fullest possible development and utilization of their capacities and the maximum integration into the social, cultural and economic life of the community.

Program of Service

Research

Studies in education and rehabilitation of blind and deaf-blind persons; in legislation

and community-planning affecting them; and in the development of mechanical appliances used by people who happen to be blind or deaf-blind.

Consultation and Field Serviice

Consultation is offered in the areas of community-planning and in vocational, educational, and psychological services. Upon invitation, the Foundation will conduct surveys and studies of agencies and of city-wide and state-wide programs of services for blind persons. An up-to-date national register of deaf-blind persons serves as a guide to the planning of services to this special group.

Scholarships and Fellowships

A fellowship program designed to advance professional preparation of persons needed to staff the various programs of services for blind individuals, supplemented by a grant program to encourage research, both basic and applied. General scholarships are offered each year to qualified blind students who have been accepted by institutions of higher learning.

Professional Development

Advancement of professional competencies through institutes, workshops, and seminars sponsored by the Foundation, or developed in cooperation with other national agencies and with selected colleges and universities.

The Foundation Personnel Exchange aids qualified personnel to secure appointments in the field of service to blind persons, and schools and agencies to obtain professionally trained staff.

Technical Operations

Production of talking book records and experimentation in improvement of methods of sound-recording and reproducing. Field tests are carried on to establish the usefulness of new devices in the electronic as well as the mechanical field.

Publications and Library Service

New Outlook for the Blind (General professional monthly journal in ink-print and Braille editions.)

Touch—and Go (Informational periodical for deaf-blind persons published in Braille and limited ink-print editions.)

Braille Book Review (Service periodical for blind users and librarians published in Braille and ink print.)

Talking Book Topics (Service periodical for blind users and librarians about recorded literature published in ink-print and recorded form.)

Directory of Agencies Serving Blind

Persons in the United States and Canada (Biennial.)

Books and pamphlets of professional content are published regularly, and more than 20,000 ink-print books, pamphlets, monographs and other material are available on loan to anyone interested in services for blind persons.

Special Services to Blind Individuals

Arrangements for "one-fare" privileges for blind persons and their guides on railway and bus lines.

Sale of Braille watches and other special appliances, tools and aids for the blind, at cost.

Public Education

A department which is established to use every means of communication, television, radio, and the printed word, in articles and news releases, to help acquaint the public in general to the modern concept of blindness, but also to advise anyone who is blind of of services, aids or benefits available to him.

AMERICAN PRINTING HOUSE FOR THE BLIND, INC.

(Chartered in 1858)

1839 Frankfort Avenue, Louisville 6, Kentucky

When schools for the blind were established in this country over a century ago, one of the greatest needs was for an ample supply of embossed books and special apparatus for instructional purposes. A central, national printing house to supply all of the states was proposed, and on January 23, 1858, Kentucky chartered the American Printing House for the Blind. Celebrating its Centennial during 1958, the Printing House is the oldest national institution for the blind in the United States and the largest publishing house for the blind in the world.

Operating on a non-profit basis, it furnishes books and apparatus for the education of the more than 12,000 blind children enrolled in public educational institutions for the blind and in regular public schools throughout the United States and its territories, through an annual appropriation by Congress under the Act of 1879 "To Promote the Education of the Blind." The appropriation for the 1958-1959 fiscal year amounted to $410,000.

In addition to its responsibilities as the official schoolbook printery, the Printing House acts in its capacity as a national, private, non-profit organization by offering its services to individuals and other agencies wishing to provide literature and materials for the blind, including some 70-odd Braille and Talking Book magazines issued on regular schedules, not to mention hundreds of Braille and Talking Books, and other items. As a special project of its own, since September, 1928, it has published a Braille edition of *The Reader's Digest*, and a Talking Book edition since September, 1939. Beginning in January, 1959, it will sponsor a Talking Book edition each week of *Newsweek* magazine. These publications amount to some $1,250,000 per year.

In addition to Braille and Talking Book publications, the Printing House publishes textbooks in large print for partially visioned children, Braille music, and recorded tapes, as well as manufacturing a wide variety of educational aids.

BLINDED VETERANS ASSOCIATION, INC.

308 Wisconsin Avenue, N.W., Washington 16, D.C.

The Blinded Veterans Association is a membership organization of veterans blinded as a direct result of their service in the Armed Forces of the United States. It was organized in 1945 and was incorporated under the laws of the State of New York in 1947. In 1958, the BVA was nationally chartered by an act of the U. S. Congress.

The Association is governed by a Board of Directors consisting of ten blinded veterans elected by the membership. The Board has the benefit of counsel from an Advisory Committee, which is made up of leaders in the fields of rehabilitation, research, labor, business, and management.

The Blinded Veterans Association is deeply concerned with the problems imposed by blindness and in the most effective ways to deal with them. Although its primary function is to assist blinded veterans to re-establish themselves as productive citizens, the programs and policies of the Association are designed to benefit all blind persons. This long-range objective can be implemented effectively by demonstrating the patterns of success that are derived from total rehabilitation.

The Association serves all blinded veterans through some aspect of its program, regardless of the individual's membership status. However, the BVA is primarily concerned with the needs of the war-blinded of World War II and the Korean War, since these men are still young enough to adapt readily and are potentially employable.

The service program of the Blinded Veterans Association has three major aspects: Field Service, National Service, and Public Education.

Field Service is the heart of BVA's rehabilitation program. It is designed to fill the gaps in Government programs and to effectively and efficiently utilize existing community resources on behalf of the war-blinded.

BVA Field Representatives enjoy the complete cooperation of the Veterans Administration and the vast majority of other public and voluntary agencies serving blind persons.

Blinded veterans receive the following services from BVA Field Representatives:

1. Encouragement to take special adjustment training at VA Hospital, Hines, Illinois.
2. Encouragement to accept vocational counseling and training.
3. Assistance in finding employment.
4. Assistance in obtaining veterans' benefits provided by law.
5. Encouragement to participate in community activities.

The Blinded Veterans Association assists all of the war-blinded through its National Service program. Among the activities carried on by the BVA in this phase of its program are the following:

1. Extension of employment opportunities for the blind in Government through changes in Civil Service regulations and procedures.
2. Liaison with Government agencies concerned with the rehabilitation of the war-blinded and the blind in general.
3. Cooperation with national agencies for the blind to raise standards of rehabilitation.
4. Consultation with the Congress to ensure sound legislation for the war-blinded and the blind in general.
5. Service to individual blinded veterans requiring action on the national level, such as appeals before Government boards, clarification of policies and procedures, etc.

The BVA's Public Education program is small in scope. Its primary current function is the preparation of the *BVA Bulletin*, the organization's national publication through which it keeps the war-blinded, workers for the blind, and interested individuals informed about veterans' benefits, job opportunities, accomplishments of individual blinded veterans, the latest technical aids, and other developments in the field.

Through special awards to employers who have given the blind a chance to demonstrate their ability, as well as awards to individual blinded veterans, the Association attempts to focus attention on the capabilities of the blind.

BRAILLE INSTITUTE OF AMERICA, INC.

741 North Vermont Avenue

Los Angeles 29, California

Recreation, Education, and Social Welfare Center for the Blind

Recreation and Education— Games, singing, ballroom and square dancing, Braille reading, longhand writing, typing, creative writing, Spanish, Bible study, book review, orientation, parliamentary law, expressive speech, nursing, knittting, loom-weaving, woodworking, ceramics, flower-making, leatherwork, sewing, sculpturing, rugs, organ.

Social Welfare—Business and professional guidance, non-interest-bearing loans for qualified business projects, white can issuance, radio repair, adjustment of new cases to blindness, assistance in the selection of visual aids for the partially sighted, home teaching in Braille reading, household economics, culinary work, and general homemaking.

Library—Free circulation of 12,500 volums of Braille and other raised type literature—classical, fictional, technical, historical, and religious—as well as nearly 10,000 complete "Talking Books" (phonograph discs)—a catalog of subjects almost as complete as the library's Braille literature.

Vocational Rehabilitation—Advanced orientation, counseling in selection of vocational objective, assistance in training, aid in employment placement.

Publications—Non-profit production of literature for the blind in raised characters for finger-tip reading—dictionary, cookbook, magazines—others.

Appliances for the Blind—Distributed free or at cost price as the case requires. Braille writing appliances, watches and clocks, thermometers, games, handicraft materials, rulers, and the like.

THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND

National Offices: 929 Bayview Avenue, Toronto 17, Ontario

Employment— Open to those whose health and abilities meet the necessary standards in industry, CNIB canteens and sheltered shops.

Farm Counselling— Program of information and advice concerning farm problems.

Social Service— For the intimate problems that accompany blindness, professional social workers are always available. Specially trained sightless field secretaries serve the blind through Ontario's 14 district offices.

Pre-School— Special counselling and advice concerning early training and development await the parents of blind little ones.

Recreation— A year-round program in co-operation with the Canadian Council of the Blind offers a variety of activities for young and old alike.

Residence— In Ontario's large cities, 9 modern residence and service centers provide a ohmelike atmosphere.

Home Teaching— In crafts, touch-type reading, the typewriter, and household skills. It restores independence and confidence.

Library— Braille, Moon, and Talking Books provide reading in a large variety of subjects. A music library serves the needs of blind musicians, and the guidance of a professional music consultant is always at hand.

Concessions— Theatre passes, travel reductions, streetcar passes, bring these facilities within reach of all.

Discounts— On watches and numerous household appliances from radios to toasters provide a considerable saving for sightless purchasers. Braille watches and equipment devised for the blind reduce the strain of sightless living.

Salesroom— Provides raw materials from which sightless craftsmen produce "Blindcraft" products.

The War-Blinded— Special privileges assist sightless veterans.

The White Cane— Folding for purse or pocket or straight for permanent use, it is the symbol of blindness, and a valuable protection.

Prevention of Blindness— An active sight conservation program is maintained. In Ontario more than 12,038 have received help.

Eye Bank of Canada - Ontario Division, provides eyes to surgeons with clieints in need of the sight-restoring corneal transplant operation.

Low-Vision Clinic—Provides special lenses for those whose sight is too poor to benefit from ordinary glasses

CHRISTIAN RECORD BENEVOLENT ASSOCIATION, INC.

3705 South 48th Street, Lincoln 6, Nebraska

The CHRISTIAN RECORD BENEVOLENT ASSOCIATION, INC. was founded in 1899 for the purpose of providing the blind with free inspirational and devotional literature. The Corporation is administered by a Board of Trustees elected quadrennially and is supported financially by public contributions, special gifts, and the income from trust funds and endowment investments. Services are now being supplied to sixty-four countries outside the United States and Canada.

Publications: Seven monthly magazines are published and supplied free to the blind—two in Grade 1½ Braille, four in Grade 2, and one in New York Point. Five of these are for adults, one for youth, and one for children.

A quarterly Talking Magazine on two 12-inch double-face records, containing articles of an inspirational, educational, and devotional character, is published.

Talking Books: A number of selected non-fiction titles have been prepared as Talking Books and placed in the regional libraries for lending purposes.

Braille Library: The Association maintains a local lending library of several hundred volumes of non-fiction titles in both Grade 1½ and Grade 2.

Correspondence Courses: Nine Bible Correspondence Courses are offered: four in Braille for adults, two recorded courses for adults, and three Vacation Bible School courses for children.

Braille Paper: As a courtesy to its readers and others, the Association makes available at cost Braille paper for individual use. A list of cut-sizes and prices is available on request.

Print and Braille catalogs of publications, lending library titles, and correspondence courses may be had on request.

SINCE 1899 IN THE SERVICE OF THE BLIND

DELAWARE COMMISSION FOR THE BLIND

305 West 8th Street, Wilmington 1, Delaware

The Delaware Commission for the Blind was established by act of the State Legislature in 1909 for the education, training and general welfare of the blind. Programs include vocational guidance, counseling, training and placement; financial assistance; sheltered workshop for persons unable to be employed in private industry; training in the home by visiting teachers; service to preschool blind children and their parents; recreation; programs of prevention and restoration of vision; and training to become self-supporting through the operating of vending stands and snack bars. The Commission maintains a retail store for the sale of articles made by the blind; a small Braille library of books and periodicals; and distributes the Talking Book machines provided on allocation by the Library of Congress to the State. The Commission processes all applications for disability benefits for the Bureau of Old Age and Survivors Insurance of the Department of Health, Education, and Welfare on all applicants who claim a serious visual disability. The Commission has the responsibility of licensing agencies or individuals outside Delaware who wish to solicit funds in Delaware for the welfare of blind people.

In cooperation with the Wilmington City Schools, Braille classes have been established for blind children in the Wilmington area. Other blind children are enrolled at State expense in special schools of neighboring states, the Commission being responsible for supervision of their education

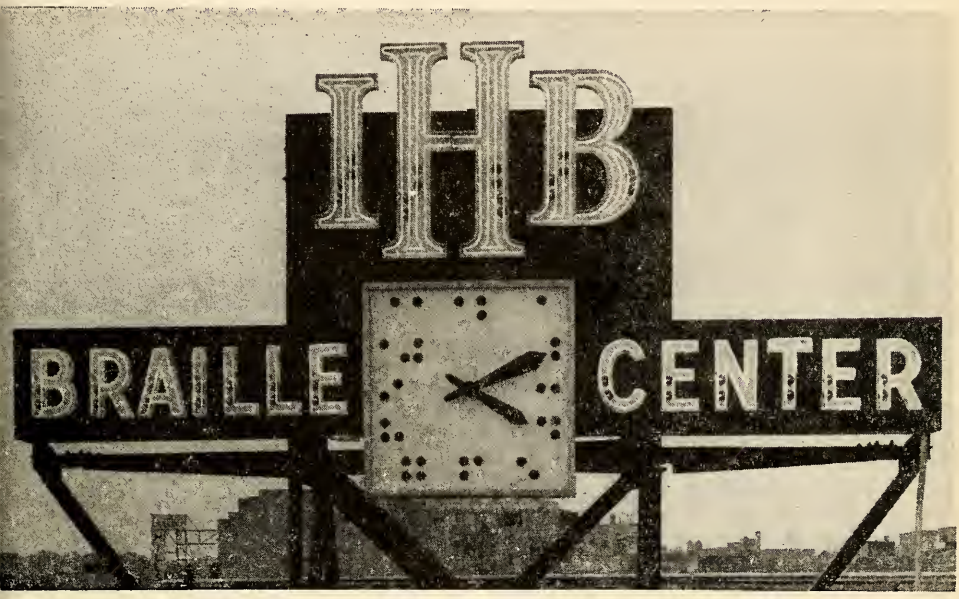
The Commission operates Landis Lodge, located a short distance from the heart of Wilmington, where any blind Delawarean in good health may spend an enjoyable vacation at no cost to himself.

Under the terms of Delaware law, state agencies are required to purchase goods and services from the Commission for the Blind, when such goods and services are equal in quality and price with those available through normal channels.

The Commission is supported by State and Federal funds, and by private contributions.

THE INDUSTRIAL HOME FOR THE BLIND

57 Willoughby Street, Brooklyn



OUR TIME IS BRAILLE TIME . . . The first Braille clock has been erected by The Industrial Home for the Blind on the roof of the Braille Center-Day Center, 147-16 Archer Avenue, Jamaica, L. I. The new Center was dedicated on October 20, 1958 during our 65th Anniversary year and marks the 15th Facility operated by IHB. The Braille Center will be the control and distribution point for Brailled books and answer the great demand for Brailled texts and other reading material for blind children attending public schools throughout Long Island.

Private welfare agency offering complete rehabilitation services to blind adults and educational services to blind children of the four counties of Long Island. Program includes residence for blind men employed in special workshops; residence for aging, convalescing, and vacationing blind men and women; day centers in Brooklyn, Queens, Nassau, and Suffolk; Long Island Rehabilitation Center, 147-11 Archer Ave., Jamaica, New York, offering comprehensive rehabilitation appraisal and training services, including vocational diagnosis, training, counseling and placement; special day nursery school, placement in and scholarships for regular nursery schools, educational counseling, Braille transcribing, including a bindery and Braille center, and supervision and training of itinerant teachers for the blind; special workshops; social casework; medical and vision rehabilitation services; speech and hearing center; special services for the deaf-blind; recreation department including Clubhouse; professional training curriculum for new and prospective workers for the blind. Henry S. Conover, Pres.; Milton T. Vander Veer, Vice-Pres.; Matthew C. Jones, Secy.; Peter J. Salmon, Exec. Dir.

MARYLAND WORKSHOP FOR THE BLIND

2901 Strickland Street

Baltimore 23, Maryland

William S. Ratchford, Secretary and Superintendent

NATIONAL INDUSTRIES FOR THE BLIND

22 West 17th Street, New York 11, New York

National Industries fo rthe Blind is a non-profit organization incorporated September 13, 1938. It was established and authorized to provide a means of equitable distribution of Government orders among qualified agencies for the blind. It operates under the direction of teh Committee on the Purchase of Blind-Made Products. It is governed by a Board of Directors.

National Industries for the Blind provides consultation to:

1. Assist individual agencies in the initiation of new workshop an dindustrial homework programs, or the improvement and expansion of going programs. It is concerned with plant, staff, equipment, operations, financing.

2. Promote research and experimentation in methods, processes and products offering industrial employment for the blind — including additional items for sale to the Federal Government.

3. Assist agencies to establish sales programs.

4. Provide a means on the national level for the exchange of informed opinion on all matters related to workshops and industrial homework for the blind.

5. Protect blind workers from exploitation.

National Industries for the Blind sponsor regular institutes and regional meetings on subjects pertinent to the workshop and industrial homework field. A comprehensive monthly bulletin is provided for associated agencies.

NEW ORLEANS LIGHTHOUSE FOR THE BLIND

630 Camp Street, New Orleans, Louisiana

THE NEW YORK ASSOCIATION FOR THE BLIND (LIGHTHOUSE)

(Founded 1905; Inc. 1906.)

111 East 59th Street, New York 22, New York

Ridley Watts, President; Allan W. Sherman, Executive Director

Marian Held, Director, Department of Direct Services

Serves blind people of any age regardless of race or creed in Greater New York; managed by Board of Directors; maintained by private funds; 450 full-time employees (207 blind) in service and industrial departments.

Adjustment: social casework, medical social service, psychological guidance, pre-school service for children and parents, home teaching and friendly visiting (also to hospitals and institutions), Low Vision Lens Service, Talking Books, Braille library, volunteer reading service.

Training: evaluation; pre-vocational and vocational training, including instruction in such skills and techniques as Braille, foot travel, handcrafts, home-making and personal care, script writing, commercial subjects, including complete courses in transcribing typing; English for foreign-born; newsstand operation; and industrial training for sheltered shops and outside placement (approved center for VRS trainees); scholarships for regular undergraduate and graduate students, and also for those taking special courses; two nursery schools and a music school.

Employment: vocational counseling placement at Lighthouse Industries, newsstand placement and supervision, industrial and commercial placement, part-time handicrafts.

Recreation: recreational activities for all ages, including dramatics, clubs, swimming, bowling, dancing, sports and games, crafts, social entertainments, choral groups, opera and theatre ticket distribution.

Research: through The Ophthalmological Foundation, The Lighthouse supports medical research on causes of blindness; encourages professional and lay education.

Vacation Camps

River Lighthouse (Hardy Memorial Home), Cornwall, New York — for blind adults, residents of Greater New York. Capacity 60. In operation for 10 weeks.

Munger Memorial Cottage, Cornwall, New York — for children 4-7 years. Capacity 8. In operation for 8 weeks.

Camp Lighthouse, Waretown, New Jersey — for teenagers and young adults. Capacity 40. In operation for 9 weeks.

Braille Transcribing Service: Publishes two magazines: *The Searchlight*, free worldwide distribution to blind children; *The Lighthouse Gleams for Adults*; maintains a library of Braille material and an extensive library of Braille music.

Facilities in Queens:

Lighthouse Queens Center, 60-05 Woodhaven Boulevard, Elmhurst, provides complete services for blind residents of Queens as at Manhattan headquarters. The Center is also used for the Summer Day Camp Program for blind children and provides office space for the Queens Council of The Lighthouse.

Residence for Women, 60-15 Wetherole Street, Elmhurst — capacity 30.

Residential Clubhouse for Men, 31-65 —46th Street, Long Island City — capacity 38.

Nursery School, 75-24 Grand Central Parkway, Forest Hills.

Lighthouse Industries, 36-20 Northern Boulevard, Long Island City, Carl E. Olsen, Manager—Employs 170 blind men and women; manufactures and sells brooms, mops, toy sets, scarfs, brushes, baby blankets, pillow cases, detergents and a number of other articles, under the label "LIGHTHOUSE QUALITY PRODUCTS." Member of NIB.

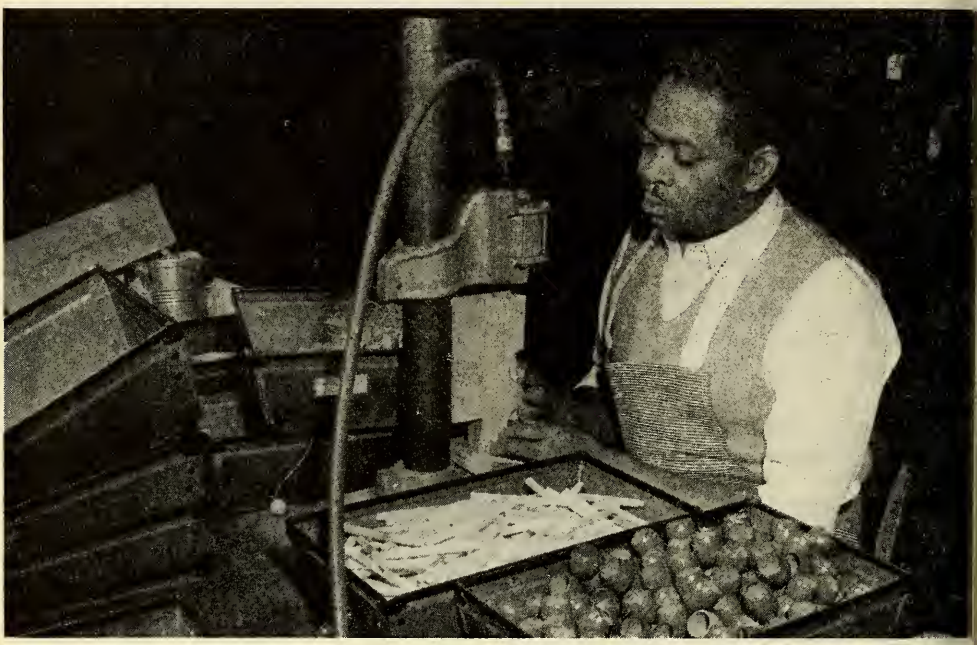
Public Interest Department, Neil Reiser, Director.

Obtains public support, and through the Division of Public Information and Education, all media are used to educate the public about the causes and prevention of blindness and about the abilities of blind people.

Operates THE LIGHTHOUSE CRAFTSHOP at 111 East 59th Street, where blind-made products are sold.

THE NEW YORK GUILD FOR THE JEWISH BLIND

1880 Broadway, New York 23, New York



Blind employee operates air press in one of Guild's Contract Division shops where some 200 visually-handicapped workers of all faiths and races do subcontract work for nearly 50 industrial firms.

The New York Guild for the Jewish Blind, founded in 1914, is a non-sectarian social agency supported by voluntary contributions. It is dedicated to serving the blind and visually-handicapped of all ages, races and religions. It offers a professional staff (first in its field to provide this service) of caseworkers, group workers, nursery school teachers, vocational guidance and placement counselors and sheltered workshop supervisors.

Guild Services include individual and family casework and counseling, orientation and travel training, a boarding-home program, vocational rehabilitation, work therapy, job training in sheltered workshops and placement both in the workshops and in industry. A full recreation and group-work program offers daytime and evening clubs, classes and special-interest activities for the employed, the retired and the elderly. The Institute for the Normal Development of the Blind Child provides a comprehensive program of educational and counseling services to visually-handicapped children and their families, and carries on research in the affect of blindness on child development. The Home for the Aged Blind in Yonkers, New York, offers medical facilities and a professional recreation program, in addition to expert institutional care for those advanced in age. The Guild's Braille Library, the largest private collection of hand-transcribed Braille books in the country, specializes in recording and Brailling material not available elsewhere for students and business and professional people.

The Objective in all phases of programming is to aid the client, as an individual, to utilize his maximum capabilities for integration in the normal life of the sighted community.

PENNSYLVANIA ASSOCIATION FOR THE BLIND

(est. 1910; inc. 1912)

1607 North Second Street, Harrisburg, Pennsylvania

Robert H. Stinson, President; Philip N. Harrison, Secretary and Evecutive Secretary; F. E. Weaver, Treasurer.

Purported to be the only voluntary, state-aided, STATE-WIDE organization for the blind in the country actually functioning upon the state-wide level.

(1) Serving the general well-being of Pennsylvanians already blind or partially sighted, including gainful employment; (2) Preventing unnecessary blindness in intimate collaboration with medical and auxiliary professions. This Association functions through its corporate headquarters at the above Harrisburg address and 31 local Branches. The parent organization directly serves the 24 Pennsylvania counties in which no Branches have been established.

Branch addresses:

Armstrong-Indiana Branch, 115 North 6th Street, Butler
Beaver County Branch, 1803 7th Avenue, Beaver Falls
Bedford Branch, 209 West Pitt Street, Bedford
Berks County Association for the Blind, 2020 Hampden Boulevard, Reading
Blair-Centre Branch, 1507-09 13th Street, Altoona
Bucks County Branch, 171 South Main Street, Doylestown
Butler County Branch, 308 West Cunningham Street, Butler
Cambria County Branch, 301 Vine Street, Johnstown
Carbon-Monroe Branch, 37 Broadway, Jim Thorpe
Chester County Branch, 71 South First Avenue, Coatesville
Delaware County Branch, 100-106 West 15th Street, Chester
Erie County Branch, 230 East 21st Street, Erie
Fayette County Branch, 51 North Mt. Vernon Avenue, Uniontown
Hazleton Branch, 571 Alter Street, Hazleton
Juniata Foundation Branch, South Main and West Hale Streets, Lewistown
Lackawanna Branch, 228 Adams Avenue, Scranton
Lancaster County Branch, 506 West Walnut Street, Lancaster
Lawrence County Branch, 32½ South Beaver Street, New Castle
Lehigh County Branch, 614 North 13th Street, Allentown
Lower Susquehanna Branch, 241 Chestnut Street, Sunbury
Lycoming County Branch, 1246 Vine Avenue, Williamsport
Mercer County Branch, 69 South Oakland Avenue, Sharon
Montgomery County Association for the Blind, 1106 West Main Street, Norristown
Northampton County Branch, 129 East Broad Street, Bethlehem
Philadelphia Branch, 100 East Price Street, Philadelphia
Pittsburgh Branch, 308 South Craig Street, Pittsburgh
Tri-County Branch, 2336 North Third Street, Harrisburg
Venango County Branch, 406 West First Street, Oil City
Washington County Branch, 254 North Main Street, Washington
Westmoreland County Branch, 103 Alexander Avenue, Greensburg
Wilkes-Barre Branch, 35 East Union Street, Wilkes-Barre

The Association's Mobile Eye Clinic has in its short lifetime examined the eyes of approximately 10,000 medically indigent Pennsylvanians in those rural areas of the Commonwealth in which local, professional eye services are rarely available, if ever. This Mobile Clinic is operated in intimate cooperation with the Pennsylvania State Council for the Blind, Department of Public Welfare, Commonwealth of Pennsylvania.

PERKINS SCHOOL FOR THE BLIND
(Founded 1829)

Watertown 72, Massachusetts

Serving Blind Children of New England
AND
Deaf-Blind Children From Many States

In cooperation with Boston University School of Education, Perkins has two teacher-training programs: one for teachers of blind children, the other for teachers of deaf-blind children. Both courses are graduate level.

The teacher-training department seeks the cooperation of members of the A.A.W.B. in recruiting superior college graduates with suitable personalities for these courses.

General scholarship aid is available.

A descriptive brochure may be obtained from

Dr. Edward J. Waterhouse, Director

William T. Heisler, Head, Department of Teacher Training, with three trainees.

THE PHILADELPHIA ASSOCIATION FOR THE BLIND, INC.

100 E. Price Street, Philadlphia 44, Pennsylvania

Established in 1926 for the purpose of providing general services to blind persons in the State and County of Philadelphia. Incorporated in 1948 under the laws of Pennsylvania. The present purpose is most easily described as follows: "To provide a complete variety of services, with each on an adequate basis, so as to enable every blind person in the City of Philadelphia to live his or her normal life." We consider the various activities to be the mechanics in the achievement of this objective. Since 1950 the Agency has established and is operating the following services, although none of them are adequate to meet the needs of 5,000 blind persons in the City of Philadelphia. They illustrate the effort to achieve the objective outlined above: Registration of all blind persons regardless of age, color, race, religion or any other characteristic; systematic friendly visiting by a field staff to all the persons on the register; an analysis of the blind person's problem if one exists, with assistance in the solution as required; placement in production industries and as operators of refreshment stands in cooperation with State Council for the Blind; distribution of 500,000 educational leaflets on the prevention of blindness each year within the county, with an equal number available at cost to other agencies for the blind all over the country. The Prevention Department also conducts an intensive public education and public relations program. One boarding home is operated for aged blind men and women; a nursery school for children under the age of five; recreation therapy for blind persons in the county poor house and in the state mental hospital; eye clinic sponsored for all residents in the county poor house; recreation on a group basis in various neighborhoods, using the recreation facilities of the City Recreation Department, and this activity includes Dale Carnegie Personality Courses, sculpturing classes, art metal classes, two bowling teams, neighborhood dances, card parties, etc. Sheltered workshop is dedicated to the principle that it will make articles not in competition with the usual workshop for the blind in the area or in the country. The production departments include: Braided rugs made of cotton, wool or plastic; New Zealand lambs' wool dusters; record players and electronic contract production; annealing coils for the welding trade; complete furniture repair including reseating, refinishing and upholstering; heat-sealed plastic fabrications in the making of wallets, purses, clutch bags, pillow covers, etc.; wood fabrications in the manufacture of spice racks and carrying cases for electronic equipment; metal Braille rulers, mechanical levels, centering devices, doweling jigs and similar tools for blind craftsmen. The textile department secures much of its business by competitive bidding on Federal and State contracts for articles that are not on the restricted lists of National Industries for the Blind and Pennsylvania Industries for the Blind. When we have proven that a new item can be efficiently made for either of these two agencies, that item is offered to both of the allocating agencies for possible assignment to other workshops for the blind that can benefit by our demonstration. A Direct Sales Department is conducted in which articles are sold for other agencies for the blind in the Delaware Valley, and many articles are purchased from other workshops for the blind within a radius of several hundred miles. We consider it a privilege when we have the opportunity to make our experience available to any other agency for the blind anywhere in the world.

PORTSMOUTH LIONS CLUB

Portsmouth, Virginia

E. E. Harrell, Secretary

The Portsmouth Lions Club has two activities; however, its main activity deals with sight conservation. Jake Jacobson has been Chairman of the Sight Conservation Committee since 1937 with the exception of one year when he was President of the Club. During these years the work of this Committee has grown and, at the present time, the Portsmouth Lions Club, with the cooperation of ophthalmologists, optometrists and opticians, service approximately 500 cases a year. In addition to eye examinations and the supplying of glasses, the Portsmouth Lions Club performs, through the ophthalmologists, approximately twenty operations a year. It is estimated that the Club expends approximately $6,000 a year for this work.

During the year 1958 the Club appropriated $10,000 to the Portsmouth General Hospital, which is planning a building program of approximately $2,000,000, and this money will be used to set up and equip an eye clinic.

In addition to the work described above, the Portsmouth Lions Club supplies white canes and makes contributions to State agencies, etc. in advancement of the work for the blind.

SECOND SIGHT - GUIDE DOG FOUNDATION, INC.

71-11 Austin Street, Forest Hills 75, New York

Second Sight - Guide Dog Foundation for the Blind, Inc., is a non-profit organization incorporated under the Membership Corporation Laws of New York State and serves the United States. It is managed by a Board of Directors whose members serve on a voluntary basis and receive no paid compensation. It is supported entirely by public contributions and annual memberships, and neither solicits nor receives Government aid. Second Sight has been awarded the Seal of Good Practice by the American Association of Workers for the Blind, Inc., for 1958.

The Foundation's primary purpose is to provide guide dogs, training in their use and care, board and lodging for qualified blind applicants. These services are given regardless of race or creed, anywhere in the United States, entirely free of charge.

To qualify for a guide dog, applicant must be totally blind or possess such little light perception so as not to interfere with the proper use of the dog; he or she must be in good physical and mental health and in need of the dog for constructive purposes. He must be able to provide adequate housing and care for the guide dog.

The duration of the course while client is in residence at the Smithtown, L. I., Training Center is four weeks' minimum. There are 6 to 8 students per class, and new classes are formed every two months. Provision is always made for replacement of guide dogs to former graduates.

To apply, client should write to the Administrative Office, 71-11 Austin Street, Forest Hills 75, New York. Forms will be forwarded to prospective applicant. Client pays own transportation and pick-up is arranged on New York arrival.

From the time the clients arrive at the Training Center until the time they have completed their training, they are under close supervision of their instructor. He is present constantly, observing and advising the students and dogs in all situations, thus enabling him to create a perfect unity between master and dog.

Periodic investigations are made after student has graduated to determine progress of client and guide dog, and he is asked, whenever necessary, to seek the advice and guidance of Second Sight - Guide Dog Foundation for the Blind, Inc.

MEMBERSHIP ROSTER

Key to Classification

a. Executive heads of agencies doing city-wide, county and local work for the blind, executive heads of workshops and industrial homes for the blind, and executive heads of homes for the blind.

b. Rehabilitation specialists, placement agents and field officers for the blind, except business enterprise specialists.

c. Home teachers and social workers other than home teachers engaged in work with the blind.

d. Lay and non-professional group. (This group shall be composed of persons employed in work for the blind or prevention of blindness on a non-professional level, and any other persons interested though not employed in work for the blind or prevention of blindness).

e. Executive heads of any commission or association doing state-wide work for the blind.

f. Executive heads of national agencies for the blind and professional staff members.

g. Executive heads of residential and day school classes for the blind, and teachers in residential and public school classes for the blind.

h. Librarians for the blind, administrative heads of publishing houses for the blind, and all others engaged or interested in publishing for the blind in any process.

i. Business enterprise specialists for the blind.

Explanation of Symbols

*Present and registered at Philadelphia, Pa.

†Honorary Life Member.

‡Life Member.

§Installment Life Member.

ABEL, Georgie Lee (f)
Consultant in Education, Amer. Fdn. for the Blind, 15 W. 16th St., New York 11, N. Y.

ABERNATHY, Edward (d)
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PROCEEDINGS

OF THE

THIRTY-THIRD CONVENTION

OF THE

American Association of Workers for the Blind, Inc.

(Held at the Statler-Hilton Hotel, Detroit, Michigan, July 6-10, 1959)

BLD 6639

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*For group components see "Constitution," page 222.
[1]Hulen C. Walker resigned as President to become Executive Director, effective June 1, 1958, automatically promoting H. A. Wood to the presidency.

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RESOLUTIONS COMMITTEE

Joseph F. Clunk, *Chairman*; Raymond M. Dickinson; Holland Horton; Roy Kumpe; M. Anne McGuire; Allan W. Sherman; Virgil E. Zickel

SPECIAL INTEREST COMMITTEES

MUSIC COMMITTEE

Herbert Treneer, *Chairman*; Harry J. Ditzler; Albert G. Gorson; John A. Meldrum; Robert Robitaille; Mrs. Edith C. S. Simpson; Stanley Wartenberg

RECREATION COMMITTEE

Fuller R. Hale, *Chairman*; Charles Buell, Ed.D.; Marian Held; Holland Horton; J. Milton Johnson; Joseph Q. Lewis

REHABILITATION COMMITTEE

Roy Kumpe, *Chairman*; Robert H. Barnhart; William M. Cannon, Ph.D.; Helen Cutting; Homer Nowatski; Harold Richterman; Lyle Thume

SMALL BUSINESS ENTERPRISES COMMITTEE

Douglas S. Richardson, *Chairman*; Myrtle Garris, *Secretary*; Jerome Beuchart

1959 HOST COMMITTEE

AGENCIES

Michigan Association of Workers for the Blind; Detroit League of the Blind; Leader Dog Foundation; Detroit Lions Club; Wayne County Library for the Blind; Michigan Blind Sales

PERSONNEL

Carl Christensen, *Chairman*; Agnes Horton, *Vice-Chairman*; John C. Scott, *Treasurer*; Clarence Horton, *Entertainment Chairman*; Kris Winters, *Exhibits Chairman*; Paul Knowles, *Finance Chairman*; Mrs. Erna Christensen, *Hospitality Chairman*; Dorothy Sikora, *Hospitality Co-Chairman*; George Illingworth, *Publicity Chairman*; Mrs. Pearl Hopkins, *Tours Chairman*; John Noland, *MAWB President*

OFFICIAL REPRESENTATIVES FROM INTERNATIONAL AND NATIONAL ASSOCIATIONS

AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND—Donald W. Overbeay, *President*, Vinton, Iowa.

BLINDED VETERANS ASSOCIATION—Dr. William Thompson, *Executive Director*, Washington, D. C.

CANADIAN ASSOCIATION OF HOME TEACHERS—Dorothy Markham.

CANADIAN COUNCIL OF THE BLIND—Mrs. Sadie B. Bending, *President*, London, Ontario.

NATIONAL REHABILITATION ASSOCIATION—E. B. Whitten, *Executive Director*, Washington, D. C.

WORLD COUNCIL FOR THE WELFARE OF THE BLIND—Colonel E. A. Baker, O.B.E., M.C., Croix de Guerre, N.Sc., LL.D., *President*, Toronto, Ontario.

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MINUTES OF GENERAL SESSIONS AND BUSINESS MEETINGS

OPENING SESSION

The Thirty-third Convention of the American Association of Workers for the Blind convened at the Statler-Hilton Hotel, Detroit, Michigan, at 8:00 p.m., Sunday, July 5, 1959, with Mr. Carl Christensen, Detroit, Chairman of the Host Committee, in the Chair. Following the singing of the National Anthem, the Reverend Alfred P. Landon, D.D., Pastor of Calvary Methodist Church, Detroit, gave the Invocation. The Chairman then introduced The Honorable G. Mennen Williams, Governor of Michigan, who welcomed the delegates in the name of the State. The City of Detroit was represented by The Honorable James H. Lincoln, Councilman for the City of Detroit, and the Host Committee by Mr. John Noland, Lansing, President of the Michigan Association of Workers for the Blind. Miss Patricia Stone of Winston-Salem, North Carolina, delivered the Response to the speeches of welcome for the delegates.

Mr. H. A. Wood, AAWB President, and Executive Secretary of the North Carolina Commission for the Blind, Raleigh, delivered the main speech of the evening (see page 16), following which he took the Chair and declared the Convention officially in session.

GENERAL SESSIONS

The four General Sessions of the Convention consisted of the following:

Monday Morning Session, July 6—Covering the subject "Services to the Blind—1939, 1959, 1979," chaired by Mr. James J. Wrigley of Pittsburgh, Pennsylvania. (For panel discussion and paper, see pages 19-32).

Tuesday Evening Session, July 7—Covering the subject "Looking Forward in Work With and For Deaf-Blind People," chaired by Miss Annette Dinsmore, Consultant on the Deaf-Blind, American Foundation for the Blind, New York, New York. (For papers, see pages 33-47).

Wednesday Morning Session, July 8—Covering further discussion of "Services to the Blind—1939, 1959, 1979," chaired by Mr. George E. Gullen, Jr., Director of Labor Relations, American Motors Corporation, Detroit. (For papers, see pages 48-62).

Thursday Afternoon Session, July 9—Again covering "Services to the Blind—1939, 1959, 1979," with the accent on *1979*, chaired By Mr. Allan W. Sherman, Executive Director, New York Association for the Blind, New York, New York. (For papers, see pages 63-82).

BUSINESS SESSIONS

The Business Sessions of the Convention were two in number, as follows:

Thursday Morning Business Session, July 9—President H. A. Wood, presiding. Reports were presented from: The American Foundation for the Blind (see page 83); the American Association of Instructors of the Blind (see page 86); and the World Council for the Welfare of the Blind (see page 87). Additionally, reports by the chairmen of special committees of the Association were received for the information of the assembled members. As required by the By-laws of the Association, a report was presented by the Auditing Committee, giving a summary of the receipts and disbursements for the past year and a financial statement of the Association. (See page 5). A report of the Ethics Committee, the only committee whose members are elected by the Association membership, covered the work of the Committee for the past year (see page 9).

The final order of business for this session was the election of officers for the next two years, and also the election of a member of the Ethics Committee for a five-year term. For officers, the following names were presented by the Executive Director, for the Board of Directors: Mr. Jake Jacobson, for First Vice-President; Miss Marjorie S. Hooper, for Second Vice-President; Mr. George E. Keane, for Third Vice-President; Mr. Philip N. Harrison (to succeed himself), as Treasurer. Mr. Jacobson was elected without opposition. For Second Vice-President, the name of the Reverend Thomas J. Carroll was presented from the floor. Upon taking a standing vote, Miss Hooper received a majority, and was declared elected Second Vice-President. Mr. Keane and Mr. Harrison were then elected Third Vice-President and Treasurer, respectively, without opposition. The name of Harry E. Simmons being presented for a five-year term as a member of the Ethics Committee was elected without opposition. The session was then adjourned by the President.

Friday Morning Business Session, July 10—Chaired by President Wood. The first order of business was the presentation of the Report of the Board of Directors (see page 5) by Executive Director Hulen C. Walker, which report was duly adopted by the Convention. Included in the Report was a recommendation for an increase in the annual membership dues. Following adoption of the Report, the President called for a discussion of increased dues. Several members spoke in favor of the proposal, and, upon motion, duly seconded, it was unanimously approved that the dues be increased from $5.00 to $10.00 per year, beginning January 1, 1960.

Reports were received from the Legislative Committee outlining the legislative policy of the Association (see page 10), the Board of Certification of Home Teachers making recommendations governing the issuance of certificates of certification (see page 7), and the Resolutions Committee (see page 13), all of which were officially adopted by the membership.

The President then called for New Business. There being none, he then proceeded to the selection of a convention site for 1961. Invitations were presented from New York, New York; Cleveland, Ohio; Memphis, Tennessee; and Buffalo, New York. The Executive Director stated that he also had had an invitation from the city of Seattle, Washington, for 1962, signed by the agencies serving the blind in that city, and that he would like the members to indicate first whether or not they would consider the invitation for Seattle for that year. A lively discussion followed, in which reference was made to various invitations extended by the Chamber of Commerce, the State Government of Oregon, and the City Government of Portland, as well as the Oregon Commission for the Blind. After some debate, it was voted by the Convention that the Executive Director should proceed with plans for the Association to meet in Seattle in 1962. Following this decision, the President called for a vote on the selection of a city for the meeting in 1961. Supporters of the cities interested were recognized and given ample time to promote their interests.

Upon call for the question, a vote was taken, in order of presentation of invitations. Memphis, Tennessee, receiving a majority approval, the Executive Director was directed to proceed with plans for the 1961 convention in that city.

There being no further business, the meeting adjourned at 12:00, noon, July 10, with a statement of thanks from the President for the past support given by all members, a plea for their future cooperation, and wishing them all well until the next annual convention, to be held in Miami Beach, Florida, September 11-17, 1960.

Respectfully submitted,

Hulen C. Walker, Executive Director

SUMMARY OF GROUP ELECTIONS

Group A—J. Arthur Johnson, Chairman
Mrs. Geraldine Rougagnac, Secretary ..... For two years

Group B—Harold Richterman, Chairman
Jack C. Scott, Secretary ..... For two years

Group C—Roy J. Ward, Chairman
Annie B. Johnson, Secretary ..... For two years

Group D—Judge C. C. Cates, Chairman
Myrtle Garris, Secretary ..... For two years

Group E—Howard Hanson, Member of Board of Directors ..... For four years
Douglas C. MacFarland, Ph.D., Chairman
Raymond E. Williams, Secretary ..... For two years

Group F—Arthur N. Magill, Member of Board of Directors ..... For four years
William W. Thompson, Chairman
Helga Lende, Secretary ..... For two years

Group G—William E. English, Member of Board of Directors ..... For four years
Francis M. Andrews, L.H.D., Chairman
William E. English, Secretary ..... For two years

Group H—Dean C. Duffield, Member of Board of Directors ..... For four years
Charles Gallozzi, Chairman
Mrs. J. M. Beck, Secretary ..... For two years

Group I—W. J. Strickland, Member of Board of Directors ..... For four years
William Hathaway, Chairman
Leon C. Hall, Secretary ..... For two years

REPORTS OF BOARD OF DIRECTORS AND ASSOCIATION COMMITTEES

REPORT OF THE BOARD OF DIRECTORS

Hulen C. Walker, Executive Director

Your Board of Directors has, for the past year, worked faithfully to administer the affairs of your Association and to promote its growth and progress. As in the past, your Board has held regular meetings since last reporting to you, one on November 17, 1958, at which time the affairs of your Association were reviewed by your Board and the required action taken to promote your interest.

Your Board again met on July 7, 1959, and received the reports and recommendations of the Executive Commitee with respect to the affairs of your Association. We have completed one year of full operation as a functioning association, administered from the national headquarters by your own staff. During this year, your Association, either by its President or by its Executive Director, has been represented at twelve regional or national meetings. News bulletins have been issued from time to time and mailed to the membership, as well as your last convention PROCEEDINGS.

Your Board of Directors, in reviewing the operational cost of your Association for a full one-year period, has determined that, in order to maintain the operation as you outlined in your Constitutional amendments of 1957, it will be necessary to secure additional income. Your Board of Directors, therefore, is recommending that you give consideration to increasing your individual membership dues for the calendar year, beginning January 1, 1960, from $5.00 to $10.00 per year. This, in addition to the income from sustaining members, will raise the necessary income to maintain your Association's operations on a sound financial basis.

Respectfully submitted for the
Board of Directors
Hulen C. Walker, Executive Director

REPORT OF THE AUDITING COMMITTEE

Joseph B. Delbridge, Chairman
Manager, Virginia Association of Workers for the Blind
Richmond, Virginia

This is the first year that the financial affairs of the AAWB have been examined by a Certified Public Accountant, and he has prepared a statement which was submitted to the Auditing Committee by your Treasurer, Philip N. Harrison.

We have examined the certificate of the Certified Public Accountant, statement of income, expenses, cash and securities on hand as of June 30, 1959, and present the following report:

THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND, INC.
STATEMENT OF INCOME AND EXPENSES (CASH BASIS)
FOR THE YEAR ENDED, June 30, 1959

Cash on hand July 1, 1958		$16,499.13
INCOME		
Memberships:		
Sustaining	$12,125.00	
Life	1,200.00	
Individual	7,640.00	
Proceedings	156.00	
Interest on Bonds	200.30	
Registration	212.00	
Home Teacher Certificates	14.00	
Contribution (Member Pa. Assn. for the Blind	400.00	
Sale of meal function tickets	77.00	
Sale of filing cabinet	55.00	
Miscellaneous	7.47	22,091.77
		$38,590.90
EXPENDITURES		
Proceedings	$ 3,424.35	
Salaries (Net)	10,187.08	
Retirement	780.00	
Withholding and FICA Taxes	1,809.30	
Office Equipment	769.18	
Insurance	553.92	
Printing and Stationery	694.88	
Rent	975.37	
President's Expense	300.00	
World Council dues	200.00	
Travel advance to conference (2 delegates)	2,000.00	
Telephone	1,047.56	
Postage and insured mail	410.62	
Office expense	438.29	
Convention expense (1958, $154.27), (1959, $92.01)	246.28	
Travel	3,490.70	
Publications	2,525.50	
Miscellaneous	41.33	29,894.36
Cash on hand June 30, 1959		$ 8,696.54

THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND, INC.
STATEMENT OF CONDITION

June 30, 1959

Cash in bank (Union Trust Co. of D. C., Washington, D. C.)		$8,696.54
Cash on hand (Hulen C. Walker)		500.00
Securities (Vault at Union Trust Co. of D. C., Washington, D. C.)		
U. S. Series K Bonds—General Fund	$ 3,000.00	
U. S. Treasury 2½% Coupon Bonds—General Fund	400.00	
Shotwell Memorial Fund	4,000.00	
U. S. Treasury 2¼% Coupon Bonds—General Fund	300.00	7,700.00
Furniture and Fixtures (estimated by Mr. Walker)		2,000.00
Total		$18,896.54

Respectfully submitted,
Nathan Lacher, C.P.A.

Respectfully submitted,
Joseph B. Delbridge, Chairman
William S. Ratchford
Arthur V. Weir

REPORT OF BOARD OF CERTIFICATION OF HOME TEACHERS

A. N. Magill, Chairman
Superintendent, Ontario Division
The Canadian National Institute for the Blind
Toronto, Ontario

The Board of Certification of Home Teachers is pleased to present its report, which we feel simplifies procedure and provides a broader base for certification for those who are interested.

The Committee felt that a statement of the philosophy of home teaching should be contained in the certification material, and it is stated as follows:

"The AAWB Board of Home Teacher Certification believes that the Profession of Home Teaching should be the basic field service for the blind which begins the process of rehabilitation. In line with this objective, the Board feels that professional home teaching embraces counselling and casework, as well as instructions. A good home teaching service will recognize the community needs of the individual and interpret these needs to the community itself. It is important, therefore, that the effective home teacher possess certain fundamental skills. These should include leadership and the capacity to readily adjust to a variety of conditions and situations. The home teacher will be sensitive to the needs of the visually handicapped individual and be capable of formulating and implementing a plan for meeting these specific needs, thus leading him to a more complete and satisfying enjoyment of the daily tasks involved in living and working."

The changes recommended by the Board are as follows:

1. The names of the certificates should be changed from Class I and Class 2 to CERTIFIED HOME TEACHER and CERTIFIED HOME TEACHER SPECIALIST. This would avoid possible confusion and would indicate more definitely the variation in qualifications.

2. Qualifications for the Certified Home Teacher Certificate remain the same as those for the former Class 1.

Qualifications for the Certified Home Teacher Specialist Certificate, however, call for a Certified Home Teacher Certificate, or equivalent qualifications, a minor in education leading to a public school certificate or an AAIB Teacher's Certificate. They also provide for the following alternatives: one-year course on the graduate level in rehabilitation. In lieu of graduate work either in rehabilitation or social service work, the candidate may offer, in substitution, two years of successful employment experience in a supervisory capacity in an agency program of home teaching, or have had advanced courses and training and demonstrated skills in such special areas as the deaf-blind, preschool work, special casework counselling, or particular ability in other related fields, such as the retarded or multiple handicapped.

3. Instead of the Board requiring specific crafts, the candidate should now have the ability to instruct in his choice of two of each of the three following practical skills groups: gross movements crafts, soft materials crafts, complex crafts—all of which are listed in the requirements.

4. In support of an application, it will no longer be necessary to forward craft samples or samples of Braille and typing. In lieu of this, a statement from the director of the agency with which the individual is connected will be necessary as evidence of having completed to his satisfaction all the requirements, special courses, tests in Braille and typewriting and demonstrated ability in the practical skills and crafts in actual teaching situations.

5. All correspondence directed to the Board of Certification and requests for applications should, in the future, be directed to the office of the Executive Director of the AAWB, Washington, D. C.

Your Board of Certification sincerely hopes that the modifications made in the certifying requirements and the simplification of the mechanics of certifying will meet with the approval of all parties concerned. It is our hope, also, that you will like the new format which gives all the necessary certification requirements, plus the application form, in one small leaflet.

We are happy to advise that during the past year the following 3 women and 5 men were awarded the AAWB Home Teaching Certificate:

Norman Franklin Anderson
Harrisburg, Pa.
Mrs. Marie R. Cochran
Newtown, Conn.
Richard Edwin Feltenberger
West Monterey, Pa.
Doyle Lewis Horton
Ada, Okla.
Rudoph Alton Johnson
Cuero, Texas
Mary Grace Lodice
Elmira, N. Y.
Mrs. Doris McCormick
Pontiac, Mich.

The Board of Certification wishes to express its grateful thanks to the many groups and individuals whose suggestions from practical experience have contributed to the conclusions reached by the Board. I should like to add my personal thanks to my colleagues, Mr. Paul J. Langan and Mr. Raymond M. Dickinson, for their untiring efforts and wholehearted interest in the work of this Board.

Respectfully submitted,

A. N. Magill, Chairman
Paul J. Langan, Secretary
Raymond M. Dickinson

REPORT OF ETHICS COMMITTEE

Dr. Peter J. Salmon, Chairman
Executive Director, Industrial Home for the Blind
Brooklyn, New York

During this period we have held four meetings. One of these meetings was a full two-day session. Following is a brief statistical summary of the processing done by the committee:

Original Applications	3	
1st Renewals	9	
2nd Renewals	5	
3rd Renewals	3	
4th Renewals	12	
5th Renewals	5	37
Disapproved		2
Holding Seal		35

In addition to the actual consideration of applications, the Committee has devoted itself to a considerable extent to discussions relative to the underlying philosophy of the Code of Ethics itself. It is our feeing that progress has been made in carrying forward this worthwhile endeavor, and we realize at the same time the Code will need to be altered and strengthened from time to time in order that it may function fully as intended by the membership of the AAWB. While the Committee has developed a number of questions, we are unanimous in our opinion that we are not ready at this time to make any specific recommendations to the Convention. We are planning a meeting in December, at which we will devote ourselves again to further discussion of these questions, looking toward making definite recommendations to the AAWB through proper channels.

We have felt that our chief function under the present mandate from the Convention was that of auditing. At the same time, it is extremely difficult to audit without recognizing the problems as they arise.

In view of the fact that there is a great deal of publicity relative to the whole question of fund-raising in the United States, we think that it is extremely important and that a forward step has been taken by the AAWB in developing its own Code of Ethics. We know from our contacts with the various agencies that the very process of submitting the necessary information to the Committee, while it represents a considerable amount of work for many of the agencies, does at the same time have a salutary effect, very often, of reconsideration of the actual structure of the agency and its programming.

The Committee has adopted the policy of rotation of the Chairman each year, so that during the coming year we will be privileged to have Miss Marjorie Hooper as Chairman of the Ethics Committee.

Respectfully submitted,

Peter J. Salmon, Chairman
Marjorie S. Hooper, Secretary
Harry E. Simmons
Arthur L. Voorhees
Arthur V. Weir

REPORT OF LEGISLATIVE COMMITTEE

George E. Keane, Chairman

Assistant Executive Director, Industrial Home for the Blind

Brooklyn, New York

Your committee has met three times since the 1958 Convention, has reviewed its mandated program of legislation, and has taken what action was possible toward implementing this program.

Because the Congress has been deeply involved in political considerations and in budgetary problems, it has been difficult to initiate or promote any significant action during the 1959 session. Some action, however, has been taken, and, for purposes of brevity, we will consider first those bills on which your committee has played the most active role:

1. You will recall that, mandated at the last several conventions, your committee has been urged to promote amendments to Title X liberalizing the provisions of exempted income before the establishment of a budget for a blind recipient of public assistance, and that we had, with your consent, approved and spoken for the passage of H.R. 1923, a bill by Mr. King of California.

In addition, you will recall that we have been mandated to initiate a study by a Presidential commission into the needs and problems of services to blind persons in the United States. There are several such study bills before the House of Representatives by Mr. Matthews, Mr. Fogarty, and Mr. Elliott, of the House. While these differ in detail, they are generally aimed at the same goal.

We were also mandated to seek amendments to Title II of the Social Security Act, liberalizing the disability sections in special ways. We will review this later.

We were also mandated by your acceptance of our report in 1958 to support a bill by the National Rehabilitation Association, variously called the "independent living" or "self-care" bill, to extend the Vocational Rehabilitation Act to include services other than those geared to vocational purposes.

And finally, we were mandated to voice our opposition to the Kennedy bill, S. 1093, better known as the "right of the blind to organize" bill.

We have brought all of these bills together in this first item since it is clear now that it is unlikely that any action will be taken on any of these measures, with the possible exception of amendments to Title II concerned with disability. The reason for this failure to act on the part of the Congress may be found in the hearings of the Sub-committee of the Committee on Education and Labor, headed by Hon. Carl Elliott, of Alabama, held early this year. Because of the multiplicity of bills and the confusion in their purposes, and particularly because of the insistence on a hearing by Mr. Elliott's Committee on H.R. 14, a sister bill to the Kennedy bill, Mr. Elliott finally held a hearing during the week of March 9, 1959.

Your Chairman and other members of the committee were heard and took the occasion to request favorable consideration of those measures mandated by you. A very substantial body of opposition to those bills that we were proposing and in favor of the Kennedy bill which we were opposing, had the effect of confusing the Committee to the extent that it decided to withhold any action on bills concerned with handicapped persons until some study of its own could be made.

It later initiated such a study, which is in the process of development as we write. The Study is directed by Dr. Merle E. Frampton, of the New York Institute for the Education of the Blind, and is to continue for two years. While this does not mean that no action can be hoped for at all by the Congress, it does mean that any proposal for legislation will most certainly have to be screened carefully within the study plan before Mr. Elliott's

Sub-Committee or Mr. Barden's Committee of the whole will consider it.

It is the recommendation of your Legislative Committee that each member of the AAWB cooperate to the fullest extent with Mr. Elliott's Sub-committee. In particular, we urge each one of you to cooperate with Dr. Merle E. Frampton.

The only measure which was not discussed within the framework of Mr. Elliott's hearing, except for passing commentary by Mr. Barnett of the American Foundation for the Blind in his summary for the Committee, was that concerned with clarification of the Randolph-Sheppard Act (Public Law 732), limiting the authority of the departments in regard to the inclusion of vending machines or the exclusion of blind operators.

Despite the fact that it is unlikely that the House of Representatives will act on any significant legislation concerned with the handicapped during this two-year study period of Mr. Elliott's Sub-committee, we can assure you that if any opportunity arises that shows any break in the reluctance of Congress to act, your Committee will take advantage of it.

2. In reviewing bills under No. 1, we mentioned in passing an amendment to Title II of the Social Security Act, the Old Age and Survivors' Insurance Act, and our hope that we might be able to propose amendments to it this year. This is one area where work for the blind throughout the United States is in complete accord, and your Committee has had the pleasure of working closely with the American Foundation for the Blind, the National Federation of the Blind, and the Blinded Veterans' Association, and with two interested members of the House of Representatives, Hon. Victor L. Anfuso, and Hon. Albert H. Bosch, both of New York City, in the preparation of five proposals for amendment.

A draft has been drawn of a proposed bill which Mr. Anfuso and Mr. Bosch are considering as we write, and which may have already been introduced as we speak today. A copy of this draft is available for any of you who may wish to read it, if you will write to the Executive Director of the American Association of Workers for the Blind at his Washington address. The proposals, in brief, are as follows:

A. We propose the abandonment of age 50 as the arbitrary date for the establishment of eligibility for disability benefits under the OASI program.

B. We propose that the benuefit, once medical eligibility has been established, should be a full benefit, and must be absolute, and must continue for the lifetime of the individual or for as long as the disability exists during his lifetime.

C. We propose that the requirement be deleted that the beneficiary of disability insurance apply for vocational rehabilitation with the appropriate State agency before his eligibility can be established permanently.

D. We propose that the requirements concerned with stipulated quarters of coverage for eligibility for disability insurance benefits be amended, omitting such requirements in terms of quarters, and that the stipulation require only that the beneficiary be employed in covered industry and be participating in the payment of the insurance premium (tax) on the date of onset of the disability.

E. We propose that the definition of blindness (prima facie) now used in the section on the disability freeze be deleted and that the definition of blindness used throughout the United States for most other purposes (except in the Veterans Administration) be adopted for the medical classification of blindness, as follows:

"Blindness means central visual acuity of 20/200 or less in the better eye with correcting lenses, or visual acuity greater than 20/200 if accompanied by a limitation in the fields of vision such that the widest diameter of the visual field subtends an angle no greater than twenty degrees."

We are concerned, of course, about the continuance of our accepted definition of blindness, but even here we will not insist upon this if it jeopardizes our first goal.

You will want to read the draft which covers these proposals in conjunction with the total wording of the present law, as it is unintelligible otherwise. It does not go quite as far as these proposals would request because of the feeling that the Administration would veto any bill that reduced the requirements concerned with application for rehabilitaion services, and it is possible that your Committee itself is not in full agreement on

the abandonment of these requirements.

We are, therefore, not concerned if this particular proposal is omitted in the final writing of the bill, for if this becomes an important factor later, we can return to Congress for an additional amendment. We do feel very strongly, however, that the arbitrary age 50 should be abandoned; that the definition of blindness be clarified; and that the number of required quarters be reduced.

3. We shall also seek amendments to Title X of the Social Security Act extending the exemption of earned and other income for recipients of public assistance before the establishments of budgets, either through Mr. King's bill or, if this is rejected, through another containing less controverisal matter—hoping that the House will act, if not before Mr. Elliott's study is finished, very shortly thereafter.

4. We shall appear before Congress in favor of the NRA "self-care" bill when presented in Congress.

5. We shall continue to seek adequate information for appropriate legislative action on Public Law 732 concerned with vending stands, and we have already begun to accumulate such information.

We would, therefore, again ask your reaffirmation of the mandate to pursue these amendments this year. Since they are presented here in a slightly different context than you have seen before, we believe it would be useful to have your approval so that we may go forward with this program.

In conclusion, may we say that we have not reviewed the many bills that affect work for the blind in its tangent services beyond those covered above, but would suggest that for review and analysis of these measures, if you are interested, you write to Mr. Irwin Schloss, Legislative Analyst of the American Foundation for the Blind, at his Washington office, or to the Library of the American Foundation for the Blind, at 15 West 16th Street, New York City, for copies of their legislative bulletins which are issued from time to time and which contain much of this additional information.

Respectfully submitted,

George E. Keane, Chairman
V. R. Carter
Francis J. Cummings, Ph.D.
Alan T. Hunt
J. Arthur Johnson
Douglas C. MacFarland, Ph.D.
Charles M. See
Allan W. Sherman
Byron M. Smith
Edward J. Waterhouse, Litt.D.
Charles Weber

REPORT OF THE NECROLOGY COMMITTEE

Nelson Coon, Chairman

Librarian, Perkins School for the Blind

Watertown, Massachusetts

Among blind persons whose writings have been widely considered and whose lives set a permanent example of achievement over handicap, we find the name of JOHN GOWER, who quite certainly was the first blind person to notably write in the English language. It was in 1390 that he wrote his *Confessio amantis* and in that poem we find this:

"Be how so that the day be long
the dark night cometh at last."

And thus it is that I would bring to you the names of those workers for the blind, who, in the twelve months just past, have gone to their reward. Spread as we are over the 50 states of the Union, it may well be that there are omissions from this list, and

if you know of such I ask that their names be forwarded to me for inclusion in our printed report.

Ralph Ball of the Lackawanna Branch of the Pennsylvania Association for the Blind at Scranton

R. Earle Barrett, Executive Director of the Pennsylvania Working Home for Blind Men in Philadelphia

Mrs. J. F. Clunk of Philadelphia

Frank M. Driggs, former Superintendent of the Utah Schools for Deaf and Blind, Ogden

Harold Greene, Superintendent of the Utah Schools for the Deaf and Bind

Mrs. Dora Jacobson (mother of our Second Vice-President, Jake Jacobson)

Mrs. Vera P. Voorhees of Red Bank, New Jersey

H. D. Walker of Nashville, Tennessee (Father of our Executive Director and long associated with the school for the blind in Tennessee)

L. M. Wood of Toronto, President of the CNIB and an Honorary Life Member of this Association, elected in 1937.

Robert Zisette, Board member of the Philadelphia Association for the Blind

And so, in the words of John Milton, (written in 1572) we say—

"Death, who sets all free,
Hath paid his ransom now, and full discharge."

I would now ask that the members rise and join with me in a moment of silent tribute to these who have left our ranks so recently

REPORT OF RESOLUTIONS COMMITTEE

Joseph F. Clunk, Chairman

Managing Director, Philadelphia Association for the Blind

Philadelphia, Pennsylvania

Resolution 1

WHEREAS, The membership and our visitors believe this has been a most delightful and inspiring convention, the success for which has been due to the untiring and devoted services of many people and organizations; and,

WHEREAS, We are sincerely and profoundly grateful to all who have contributed to our enjoyment, entertainment, and general well being;

THEREFORE, BE IT RESOLVED, That we here record our thanks to all of them:

To the agencies forming the Host Committee:

Michigan Association of Workers for the Blind

Detroit League of the Blind

Leader Dog Foundation

Detroit Lions Club

Wayne County Library for the Blind

Michigan Blind Sales

To the Chairman and active personnel of the Host Committee:

Carl Christensen, Chairman

Agnes Horton, Vice-Chairman

John Scott, Treasurer

Clarence Horton, Entertainment Chairman

Kris Winters, Exhibits Chairman

Paul Knowles, Finance Chairman

Mrs. Edna Christensen, Hospitality Chairman

Dorothy Aikora, Hospitality Co-Chairman

George Illingworth, Publicity Chairman

Mrs. Pearl Hopkins, Tours Chairman

John Noland, President, Michigan Association of Workers for the Blind

To the Honorable G. Mennen Williams, Governor of Michigan, who so graciously brought his personal cordial greetings to our members.

To the members of the press and all other organizations which extended their assistance and hospitality.

To Mr. Glenn Scheurich, who so generously tape-recorded many of the General and Business Sessions.

To Mr. Herbert C. Treneer, who has entertained us with his delightful music.

And, finally, to the personnel of the Statler-Hilton Hotel, for their cooperative and efficient service.

Resolution 2

WHEREAS, The Detroit Convention of AAWB has had as its theme, in part, the needs to be met and the resources to be utilized in providing more effective services for blind people in the next twenty years; and

WHEREAS, The members of Group F have strongly expressed the conviction that AAWB itself should in every way possible be organized and operated to realize its maximum potential as a resource for the continuing growth and improvement of all services to blind people; and

WHEREAS, The President of AAWB in 1953 appointed a Long-range Planning Committee to study changing needs and to submit a report on a plan of organization most appropriate to meet these needs; and

WHEREAS, After two years of competent and conscientious deliberation, such a report was submitted, accepted and, in effect, buried deep in the file by vote of the Quebec Convention of AAWB in 1955;

THEREFORE, BE IT RESOLVED, That the President and the Board of Directors of AAWB be and hereby are requested to exhume and review the Long-range Planning Committee Report of 1955 and to appoint a committee of seven members (of which no more than *three* shall come from the Board of Directors and the Past President's Advisory Committee *combined*) for the purpose of determining which provisions of the Long-range Planning Committee Report are most worthy of activation and how they may best be activated; what revision or augmentation, if any, is desirable in the original report; and to present their recommendations to the Miami Convention of AAWB in 1960.

Resolution 3

WHEREAS, A greater awareness of and a more active participation in the business affairs of AAWB need to be stimulated in a larger proportion of the membership; and

WHEREAS, Postponement of the annual business meeting until the final day of the AAWB convention results in a great loss of participants who have already departed from the convention;

THEREFORE, BE IT RESOLVED, That the President and Board of Directors of AAWB be and hereby are requested to investigate the feasibility of holding all or a major part of the annual business meeting earlier in each convention period.

Resolution 4

WHEREAS, A greater awareness of and a more active participation in the business affairs of AAWB require more effective means of communication among both sighted and blind members of the Association;

THEREFORE, BE IT RESOLVED, That the President and Board of Directors of AAWB be and hereby are requested to instruct the Executive Secretary to publish the existing CONSTITUTION AND BY-LAWS of AAWB, as well as the "Long-Range Planning Committee Report of 1955" in Braille, and by June 1, 1960, to distribute copies to each active member of the Association known to be blind and to all other members who may request them.

Resolution 5

WHEREAS, Many members attending the annual conventions do not stay for the entire period of the convention; and,

WHEREAS, It is believed that the present length of the convention presents unsurmountable difficulties for a significant number of members;

THEREFORE, BE IT RESOLVED, That the Board of Directors be requested to reduce the length of the Convention to four days.

Resolution 6

WHEREAS, Many recipients of Old Age and Survivors Insurance are financially unable to meet the expenses of hospital and adequate medical care; and,

WHEREAS, Congressman Forand has introduced a bill into the Congress of the United States to assist such persons;

THEREFORE, BE IT RESOLVED, That the members of the AAWB, in convention assembled, on July 10, 1959, do hereby endorse and urge passage of said Forand Bill.

Respectifully submitted,

Joseph F. Clunk, Chairman
Raymond M. Dickinson
Holland Horton
Roy Kumpe
M. Anne McGuire
Allan W. Sherman
Virgil E. Zickel

PAPER PRESENTED AT OPENING SESSION

PRESIDENTIAL ADDRESS

H. A. Wood, President

Executive Secretary, North Carolina Commission for the Blind
Raleigh, North Carolina

The inaudible and noiseless foot of time seems to quicken its pace as we strive to make the goals we set up. It seems only yesterday that I addressed you for the first time as your President. Many things have happened in this short year. One thing I hope will happen some day, and that is to have a convention long eonugh to permit us to visit as friends, as well as attend meetings.

Last year I tried to give you a brief history of AAWB. Tonight, your Program Committee has given me the assignment of expanding that history to encompass work for blind people. Now, that is quite an assignment for one who makes no claim to being a historian. When urged to run for the office of President, I was told that it was a ceremonial position, that very little time was required, and that there was no work attached to the job. To the people who told me this, I would remind them of what happend to Ananias. The lie he told was pure white, by comparison.

When a man is wrong and admits it, he is wise. When he is right and admits he is wrong, then he is either married, or is President of AAWB—and I am both! Have you ever worked for Hulen Walker? Try it for a year, and you will realize what I am trying to get across. He operates on the idea that to make a President of AAWB happy, you fill his hands with work, his heart with affection, which I appreciate, his mind with purpose, his memory with useful knowledge, his failure with hope, and, when around him, his stomach with food; because the devil never gets into a President except one of these rooms be vacant.

Our convention program this year is built around Services to the Blind—1939—1959—1979. I was told by the Program Committee to prepare a paper outlining the development of Services 1939-1959. Let me throw this in here at no charge: Since I am a comparative newcomer to the field of Work for Blind People, I asked Colonel Baker for information. He said, "Why don't you ask Colonel Lew Watts?" I answered him with the story of the little boy who asked his father, "Daddy, who is God?" The father said, "Go ask your mother." The little boy sighed, "Oh, I didn't want to know *that* much about it."

My friends, we are living in the golden age of Services to Blind People. Our accelerated program dates from the passage of P.L. 113 and the amendments to the Rehabilitation Act of 1954. The decade from 1930 to 1940 could be called the beginning of real employment programs for blind people. 1936 saw the beginning of the Vending Stand Program as provided for by Public Law 732, the Randolph-Sheppard Act. 1939 dates the beginning of the expanded Workshop Program, sparked by the Wagner-O'Day Act. The unemployable and needy blind people were provided for in the passage of Title X

of the Social Security Act; and, in 1931, Congress initiated library services by furnishing books to adult blind persons.

A few figures will show this expansion: The Library Program started with an appropriation of $100,000. This figure was $1,355,000 for the fiscal year just ended with approximately 60,000 blind people using the services. Aid to the Needy Blind began meagerly, but has now reached the staggering sum of $93,000,000 benefitting in excess of 100,000 blind persons. The Vending Stand Program, starting from scratch, is now providing remunerative employment to more than 2,000 blind people with total gross sales in excess of $31,500,000 last year. Workshops participating in the National Industries Program of Government purchases have increased employment, and gross sales in a single year, to the Government alone, have reached $10,500,000. The Rehabilitation program started with pocket change of $3,000,000, and now has earned the deserved appropriation of $56,000,000 Section 2 funds with just under 20 per cent earmarked for blind people. Schools also have expanded facilities, and this expansion of services will be greatly helped by the comparatively recent amendment to the Act "To Promote the Education of the Blind."

So, during the past two decades, we have seen established in work for the blind rehabilitation centers for training the newly blinded, vocational rehabilitation for the training of individuals for employment, expanded educational systems, more reading matter for recreational and cultural purposes, and, during the past ten years, increased emphasis has been given to research in technical and medical fields; and, furthermore, the minimum needs of the unemployable needy blind are being met more adequately.

I will leave to the experts, who are to appear on the program during the week, further discussion of the many services now provided to our more than 350,000 blind people. If my geography is correct, this spot is the only place in the United States where Canada is south of us; therefore, to our southern members in Canada, Mexico, and Central and South America, I extend the congratulations of all of us for the wonderful progress you have made.

That, in capsule form, is the subject assigned to me by the Program Committee.

Now may I tell you that I am proud of the progress our Association has made during the past year. We have completed our first year as an organization housed in its own headquarters and with a paid staff. We have maintained our staff and headquarters, paid our bills, and still have enough funds in our treasury to plan for future expansion of operations. Several projects are under way which will, when completed, be beneficial to work for blind people in general. Your Association has been represented at many national and regional conventions by your President and Executive Director. The Executive Committees of AAIB and AAWB met in October of 1958 in a joint session and agreed to meet annually in order to develop closer cooperation in the furtherance of mutual interests. We believe much good will come from this action. All of this progress has been possible only because of the work done by our committees, and by you as individual members and as sustaining members. This is *your* Association, and only through your continued support can we achieve our rightful place in work for blind people.

Your President and Executive Director will leave immediately after this convention to represent you as delegates to the General Assembly of the World Council for the Welfare of the Blind. It has been a pleasure and a honor to serve as your President, and I thank you for the privilege.

Now, let me say a few words as Pete Wood. I just proved to you that I was no historian, but I want to tell you this story. During the struggle for control of the Pacific Ocean in World War II, there occurred an incident that electrified the Christian World. The Admirals of the American Fleet had planned a surprise air strike against the Japanese, and had spent weeks trying to locate the enemy's navy. Finally, the Japanese Fleet was located and it was determined that the American ships were outnumbered; however, this disadvantage was to be offset by the elements of secrecy and surprise. The Eighth Bomber Squadron took off from the carrier deck and roared away into the night. The Japanese were caught by surprise and the back of this mighty fleet was broken in a matter of hours. Then came

the problem of getting the American fliers back to the rendezvous with the carrier. The weather closed in, and finding the carrier's deck in the vast expanse of the Pacific Ocean was like trying to find the proverbial "needle in a haystack." The air was filled with planes—American and Japanese. My nephew, who was the Ship's Landing Officer, told me it was a nightmare. American pilots were pleading for help. Their gas was running out; they were groggy and sluggish with fatigue; and planes began to drop into the ocean. In the face of this emergency, the Admiral of the Fleet gave the electrifying order: TURN ON THE LIGHTS! In a few minutes, the remaining planes landed and the victorious battle was history.

All over the world, lights are being turned on in work for blind people. So here in AAWB, let's "Turn on the Lights" of MOBILITY! Surely, there is a way. Special projects of the Federal Office of Vocational Rehabilitation and the American Foundation for the Blind may speed up the solutions to this problem.

Let's "Turn on the Lights" of COMMUNICATION! Get at the problem of the printed word. Perhaps the Sensory Aids Projects at Massachusetts Institute of Technology promises more than we realize now.

Let's "Turn on the Lights" of EMPLOYMENT! By precept and example, let's prove to every "Doubting Thomas" that more and more blind people can and will work.

Let's "Turn on the Lights" of ATTITUDES! Let's work diligently and intelligently to improve the attitudes of the blind toward the sighted and the sighted toward the blind.

Let's "Turn on the Lights" of SENSORY ADAPTATION! Let's find out more about the age-old question of how long it takes a blind person to compensate for the loss of sight! We can do it.

And, finally, in the life of an organization like ours, most of the critical things which become the starting points of our destiny, are little things—little things you and I can do. So, let's "Turn on the Lights" of TOLERANCE! Our strength will never lie in material resources or numbers. It will reside only in our will, our faith, our intelligence, our moral forces and our tolerances. Let's banish the *intolerance* that has been the curse of every movement in work for blind people, and replace it with TOLERANCE—the only real cement that will hold us together. And I promise you that it will cure many of the wounds that even reason has failed to heal. I am persuaded that AAWB, the world, and humanity are just as good as the hearts of those of us who live in them. And, when we do these things, we will establish beyond any doubt that we believe "THE VOCATION OF EVERY MAN AND WOMAN IS TO SERVE OTHER PEOPLE." But far greater than this, we will then follow the MASTER'S admonition that: "HE WHO WOULD BE THE GREATEST AMONG YOU, MUST BE THE SERVANT OF ALL."

Goodnight, and may the Good Lord take a liking to you!

PAPERS PRESENTED AT MONDAY MORNING GENERAL SESSION

SERVICES TO THE BLIND — 1939, 1959, 1979

CULTURAL AND EDUCATIONAL SERVICES AVAILABLE TO BLIND PEOPLE

Finis E. Davis, Superintendent
American Printing House for the Blind
Louisville, Kentucky
and
First Vice-President, Lions International

When I accepted the assignment to present this paper, I was told it was to cover "The Cultural Aspects of Work for the Blind," and I spent a long time trying to define in my own mind just what your Program Committee really intended for me to discuss, and just how far I should limit or relate discussion of the present to the past and the future. I finally resorted to the dictionary and found that WEBSTER'S gives two meanings for the word "culture" which seem relative to the subject:

1. The act of developing by education, discipline, training, etc.
2. The enlightenment and refinement of taste acquired by intellectual and aesthetic training.

Applying these criteria to work for the blind in this country, there seemed two obvious fields which can rightly be called "cultural" — the education of our blind children and the publication and dissemination of literaure for the blind, plus a possible third phase, the training programs of rehabilitation centers. This latter, however, it seemed to me, can be regarded as both cultural and sociological, mostly the latter, and I shall therefore leave discussion of this aspect of the field to others. I shall also omit a discussion of public education as another borderline subject probably beyond the limits of this paper.

An examination of the history of work for the blind throughout the world will show that education is always the first step, which in turns leads immediately to the next, the provision of books and materials for use in educational procedures. This second step is followed in turn by the need to provide a continuing source of reading materials for the blind person throughout the rest of his life. Hence, historically you will always find that the first three phases of service to the blind to be undertaken in any previously unserved area are education, publishing, and libraries, in that chronological order.

Education of the blind began in the United States in the early 1830's, with the almost simultaneous founding of Perkins Institution and Massachusetts School for the Blind at Watertown (now known as Perkins School for the Blind), the Pennsylvania Institution for the Education of the Blind at Philadelphia (now known as the Overbrook School for the Blind), and the New York Institute for the Education of the Blind in New York City. All three of these institutions were founded as private, voluntary institutions, financed through endowments and public donations.

They still today retain their status as private schools, but have become public institutions in so far as they are paid tuition from public funds by their respective states for the education of most of the children on their rolls.

The first so-called state school for the blind in the United States was founded in Ohio in 1837, the second in Virginia in 1839, and the third in Kentucky in 1842. Today, there are 50 residential schools for the blind in this country, including one each in Hawaii and the Territory of Puerto Rico, plus 5 special departments for the blind in public institutions for the mentally retarded. However, not all states provide residential educational facilities for the blind within their own borders, namely, Maine, New Hampshire, Vermont and Rhode Island in New England, New Jersey and Delaware on the Middle Atlantic Coast, and Nevada, Wyoming, and Alaska in the Far West. Rather, these states send most of their blind pupils to the residential schools in neighboring states, although two, New Jersey and Delaware, primarily educate their blind children in their local public school systems. As of January, 1959, 6,656 blind children were reported as being enrolled in residential schools for the blind and departments for the blind in institutions for the mentally retarded.

In Canada, the Halifax School for the Blind was established in 1867 as the first school for the blind in The Dominion. This is a private institution supported by both public and voluntary funds, and serves the provinces of Nova Scotia, New Brunswick, Newfoundland, and Prince Edward Island. The first publicly-supported school for the blind to be established was the Ontario School for the Blind at Brantford, founded in 1873. This school serves the provinces of Ontario, Alberta, Manitoba, and Saskatchewan. The other wholly state-supported school is the Jericho Hill School for the Blind in Vancouver, which was founded in 1922 and serves the Province of British Columbia. There are also two small, private schools for the blind serving the Province of Quebec, i. e., the school conducted for English-speaking pupils by the Montreal Association for the Blind, and the Nazareth Institute for the Blind, governed by the Sisters of Charity, and serving French-speaking pupils. Both of these schools are located in Montreal.

One of the main objections to the residential school is that it removes the blind child from his home environment at the very time in his life when he needs to grow up as a part of his family and community. From this objection stemmed the idea of educating blind children in the public schools. The first organized class for the blind in a public school system was in Chicago, founded in 1900, with the late John B. Curtis, himself a graduate of the Illinois State School, as Supervisor. Other large city school systems took up the idea shortly thereafter, the second such day class being established in Cincinnati in 1905, the third in Milwaukee in 1907, and the fourth and fifth in Cleveland and New York City in 1909. Up to the early 1940's, the residential schools and the day school classes for the blind offered about the only facilities for the education of blind children. By 1956, the last year for which I can find figures, there were a total of 74 organized day school classes for the blind scattered throughout the country, mainly in the more thickly populated cities and areas.

A further refinement of the idea of educating blind children in their local public schools first appeared about twenty years ago, that is, the integration of individual blind children in regular classes for the seeing rather than in specialized classes for the blind in the public schools. The growth of this type of educational facility has been by leaps and bounds, particularly during the past five years, I expect the chief reason being the vast increase in our primary school populations, due not only to retrolental fibroplasia, but also to the enormous increase in the number of children of school age, both blind and sighted, and because of the increased availability of public money locally for special education. I can give you no exact figures as to the number of children now attending integrated classes, as opposed to those in special public school classes for the blind. The best I can do is to report that as of January, 1956, 1,753 children were reported as in attendance in organized classes for the blind, while as of January, 1959, 6,835 blind children were reported as n attendance in public schools, which conduct either organized day classes for the blind or integrate their blind children into regular classes with the seeing, or both. I am sure that the preponderance of these pupils are in

integrated educational situations.

As I am sure most of you are aware, there is much difference of opinion as to the best place for a blind child to be educated. There are advantages to each school situation, and also disadvantages. Some people feel that the residential school is superior in the teaching of the basic tool subjects, the three R's — reading, 'riting ,and 'rithmetic — and in the personal adjustment of the very young child, but that it fails to provide needed daily contact with the blind child's seeing peers. Others argue in favor of the public school situation. I do not think that this is the time or place to pursue the argument; both sides have points in their favor, and, because it takes all kinds to make our world, not all blind children fit equally well into the same school situation. What I do feel is that everyone who is in a position of authority to determine where blind children will be educated should be endowed with consummate wisdom and complete lack of prejudice, so that the decision is made for each child on the basis of his need and capabilities. Nothing less than the very best, tailored to the individual child's needs, with due respect to the facilities available, should ever be considered.

Reverting back to the second step in the usual orderly growth of work for the blind, we find the need for the provision of educational materials, both books and special aids. In order to be educated, children must have books to study as well as the necessary tools, such as slates and styluses, Braillewriters, maps, globes, and so on. Originally, each school attempted to manufacture its own books and aids, largely by hand, and the older schools for the blind each had a printing department as an adjunct of its school. Today, some of the residential schools still run small presses for this purpose, and one, the Howe Press of Perkins, does a considerable volume of business each year as a general manufacturer of Braille books and tangible apparatus, particularly the latter which includes the Perkins Brailler.

The first step towards establishing a national publishing house for the blind was taken in 1858, when the Governing Board of the Kentucky School for the Blind incorporated itself separately as a non-profit institution, thereby founding the American Printing House for the Blind. Last year, the Printing House celebrated its 100th Anniversary as the oldest national, private agency for the blind in the United States and the largest publishing house for the blind in the world.

Starting as a small printshop housed in the basement of the Kentucky School for the Blind, but with the advantage of being chartered as a national agency, the Printing House set out to meet the joint needs of a number of the schools for textbooks and educational aids. Its early years were precarious financially, particularly with the intervention of the Civil War which cut off most of its resources in the Southern states. It was not until the American Association of Instructors of the Blind memorialized Congress in 1878 for an appropriation to provide the necessary special materials for the education of the blind, such appropriation to be made to the Printing House, that the dream of a central publishing house for the blind became a reality. The Federal Act "To Promote the Education of the Blind" was passed by Congress in 1879, and provided a yearly grant of $10,000, which in 1906 was given the status of "perpetuity," which cannot be rescinded. At the time the Act was passed, there were some 2,000 blind children registered in schools for the blind. The first increase to the original grant was made in 1919, when an additional annual appropriation of $40,000 was authorized, making the total money available $50,000 annually. At that time, the $10,000 was providing a per capita rate of $1.92 per student. Since then, the authorization has been increased four times, and the present ceiling of $410,000 provides approximately $30.00 per pupil, based on an enrollment as of January 5 of this year of 13,491 pupils. Of this total, 6,438 (48%) are attending residential schools, 6,835 (51%) attending public schools for the seeing (either in organized day school classes for the blind or in integrated programs employing the aid of itinerant teachers and/or resource rooms and personnel), and 173 (1%) are adults attending rehabilitation centers.

To administer the Federal Act, the actual appropriation made each year by Congress, plus the permanent $10,000 grant, is paid over to the Printing House to be used for materials and labor, plus a reasonable percent-

age of overhead, for the manufacture of educational books and materials. Each July 1 credit is established on the Printing House books in the name of each public institution for the blind and state department of education which registers blind pupils for this purpose. The registrations are taken as of the first Monday in January preceding the July 1 when the credit allocations are made. The quota credits are based on a per capita rate determined by dividing the total number of registrations into the total money appropriated, and then multiplying this per capita rate by the number of pupils registered by each school for the blind or state department of education to arrive at the individual allocations. It is against these quota credits that the schools and state departments of education order materials for their use, and only the schools and state departments of education control what they shall order. By law, the choice of the actual materials published and manufactured is determined through annual surveys of recommendations made by the schools and state departments of education conducted under the auspices of the Publications Committee of the Printing House, which Committee is composed of ex-officio members of the American Printing House Board of Trustees.

One provision of the Federal Act is most important: By law, all materials furnished must be "manufactured at" the American Printing House for the Blind. The purpose of this restriction is to make possible a continuing, permanent source of funds to supply the specialized materials required in the education of the blind which are not available commercially, and to not permit the funds designed for this purpose to be dissipated for other purposes.

You will note that I have stated that the recipients of the Federal quota allocations are public institutions for the blind and the state departments of education. At the time of the passage of the Act of 1879, of course, the residential schools for the blind were the only facilities offering educational services for the blind. When special day classes for the blind in public schools were established early in the Century, they too, were adjudged eligible for services under the Act. However, the development of the integrated programs provided for the education of a large group of blind children who were not eligible for services from the Printing House under the original language of the Act. In 1956, therefore, the authorizing Act was amended so that all children being educated in public schools, either in organized classes for the blind or in integrated programs, could be registered through their state departments of education. The addition of this large gruop of children has meant an increase in enrollments, for purposes of the Act, from 7,989 in 1956 to 13,491 in 1959. The definition of blindness for purposes of enrollment is:

> "Central visual acuity of 20/200 or less in the better with correcting glasses, or a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees."

The growth in the services of the Printing House, and the increase in variety of its products, have always been closely correlated with the expansion of the over-all educational programs for blind children. The most significant early influence was the long and bitter type fight of the last half of the 19th Century, which culminated in the adoption of Braille Grade 1½ in 1918. Growth of Printing House catalogs during that era was hampered by the need to produce the same books in a multiplicity of embossed types. With the adoption of Grade 1½, the Printing House could then turn its efforts to creating adequate catalogs of titles of all kinds. The development of interpointing in the late 1920's and the adoption of Braille Grade 2 in 1932 speeded up the printing process and reduced costs. The 1930's saw an unprecedented development of tangible apparatus and educational aids, as well as the Talking Book. In 1943, the Printing House undertook publications in large type for the benefit of the approximately 30 per cent of our children who, although technically blind, see well enough to use large print rather than to be educated in Braille. Today, the fantastic increase in our blind school population, primarily in integrated public school programs, presents a new challenge. No longer is it enough to have a centralized catalog of four or five choices of textbooks for each subject. Instead, the Printing House must now find some means to provide a much larger variety

of smaller editions of titles, if the children in the public schools are to have the exact books in Braille which their seeing classmates use. One method the Printing House has devised is the plastic-plate process whereby a hand-transcribed paper sheet can be used as a master for vacuum-forming plastic plates to be used as printing plates. This method has many drawbacks, some physical in nature, such as obtaining uniformity and adequacy of dot height as well as quality of Braille transcription, and some administrative, including such problems as locating and cataloging all hand-transcribed textbooks, and making arrangements for loan of books for the purposes of making plastic plates. The new procedures are beginning to be utilized, but it will take time to perfect the process and procedures.

As Superintendent of the Printing House, I am somewhat embarrassed to have dwelt so long on the provisions and administration of that part of our work which relates to the Federal Act, but I have done so because of the interdependence of the Printing House and educational programs. It should be noted, however, that the Printing House is not only a textbook printery, but that the major portion of its production is in the general field of book and magazine publishing, the total value of its manufactures for last year amounting to more than $1,500,000. In its capacity as printer for the blind, rather than publisher, the Printing House produces books and magazines on a contract basis for other agencies for the blind and individuals who wish to supply them to the blind at cost or less, usually free. Although the Printing House probably produces more than 50 per cent of all such materials, it has healthy competition from the several other presses. Three other presses, Howe of Perkins, the Braille Institute of America, and the Clovernook Printing House, also manufacture Braille books for the Library of Congress, while the American Foundation for the Blind shares with the Printing House the production of Talking Books for the Library. One of the largest fields of publishing today is Braille and Talking Book magazines, of which there are over 130 being issued on regular schedule. Most of them are printed on contract for other agencies by the publishers listed above, but there are also three or four small presses which do only magazine work, such as the National Braille Press of Boston, the Christian Record Benevolent Society of Lincoln, Nebraska, and the Matilda Ziegler Publishing Company of Monsey, New York. The content of magazine publications for the blind ranges from school magazines, written by students, to professional periodicals such as *The New Outlook for the Blind*, *The International Journal for the Education of the Blind*, and *The Home Teacher*; from a wide variety of religious magazines for all faiths, to magazines designed for special interest groups, such as the deaf-blind, piano tuners, and radio hams; and from house and association organs, to reprints of nationally circulated ink-print magazines, such as *The Reader's Digest* and *Newsweek Magazine*. Today, the blind reader, particularly of Braille, can be swamped with magazines for his personal reading, and the number grows daily. The number of recorded magazines is also growing, although more slowly because of greater costs, in order to fill the needs of the larger blind reading public that is unable to master Braille.

No description of publishing services for the blind would be complete without mention of the materials produced by volunteers, those noble women and men who give so freely of their time and energies to produce single copies of materials for the individual student or reader. The volunteer transcribing movement goes back to the end of the First World War, when the American Red Cross undertook to meet the need of the blinded veterans for reading materials, for both rehabilitation and education, and for general recreation. Remember, in those days there was no Library of Congress Division for the Blind to supply books for libraries, and the libraries themselves were few in number and inadequately stocked with books. Further, Braille Grade 1½ had just been adopted, and there had not yet been time to build up catalogs of books in the new system. It was the Red Cross, therefore, which stepped into the breach, and, for nearly twenty years, Braille transcribing was one of their official services on a national basis. In order to better organize the transcribing service, the Red Cross set up a national transcribing headquarters in Washington, where it was housed in the Division for the Blind of the Library of Congress. In

the late 1930's or early 1940's, volunteer Braille transcribing as an official service of the Red Cross was discontinued, although many of the local chapters have continued it to this day. At that time, the administration of the transcribing service was turned over to the Division for the Blind of the Library of Congress, including the certification of transcribers and proofreaders. For a time, there was a general decline of interest in hand-transcribing, but the last ten years have seen a phenomenal growth in this activity, not only in Braille, but in recordings, and even in large type for the partially visioned. Several factors have created the need for the work of volunteer. The development of the Talking Book in the 1930's had opened up a vast new field of readers who had never been able to learn Braille, while blind students were beginning to attend college and professional schools in appreciable numbers, but the wide variety of one or two copies of needed textbooks could not be supplied on a quantity-production basis. Most demanding of all was the sudden influx of blind children in public schools and their need for Braille copies of the same texts used by their seeing classmates, not just a book on the same subject. In the past ten years, volunteer transcribing groups have sprung up all over the country, and hundreds of thousands of pages of single-copy Braille are being produced annually. The need that is thus being filled cannot be overestimated. Paralleling Braille transcribing by volunteers, the last ten years has also seen the development and growth of volunteer recording. Most notable is the work of Recording for the Blind, founded in 1951, but many other volunteer groups also do recording, either on Soundscriber discs or on tape, primarily, however, for the college or adult education student or blind professional.

The third facet of our educational and cultural heritage is library service for the blind. At about the turn of the Century, several local libraries in the United States made small beginnings in establishing special libraries for the blind. Unfortunately, the books available for purchase were few in number, and were also very costly, so that an avid blind reader soon ran through an entire collection. Further, it was soon recognized that the average blind person could not go to the library to pick up and return his books, and that what was needed was a free mail-order service. In 1904, the Federal Government extended the free mailing privilege to libraries wishing to lend books to sightless borrowers free of charge. However, library services for the blind remained pretty much a "sometime thing" until the passage of the Pratt-Smoot Law in 1930, which set up the Division for the Adult Blind in the Library of Congress, and authorized the expenditure of $100,000 annually to be spent in the production of Braille books to be placed in 28 regional libraries for the blind throughout the country. The Library of Congress does not itself manufacture the books, but can contract with any pubisher to do so, on order.

To begin with, all books were in Braille, and the arrangements with the regional circulating libraries were mutually agreeable for the Library of Congress to furnish the books and the libraries to be responsible for, and finance, circulation. However, the advent of the Talking Book in 1934, not only increased the blind reading public from some 10,000 Braille readers, to more than 50,000 Talking Book readers, but the circulation problems were increased beyond anyone's imagination, because of need to check returned records to see if they were all there and in order, were in readable condition, and records from one title were not mixed with those of another, etc. The regional circulating libraries, many of which are branches of city libraries dependent on local tax funds for support, have long felt the pinch of insufficient funds to properly serve, not only the blind readers of their tax areas, but the readers of a large geographic region which contributed nothing to the service. To some extent, the question has been solved by increasing the number of regional libraries, usually on a state basis, and by enlisting the aid of individual state governments to make payments on a set per capita rate to the regional libraries for the services to blind readers in their respective states. Adequate financing of the libraries is still a serious problem, however, and much needs to be done to provide the funds necessary.

The Talking Book not only added to circulation woes, but to production costs. Not only are Talking Book records more expensive to produce than Braille, but the machines on

which to play them must also be provided. The Library of Congress spends several hundred thousand dollars a year in providing Talking Book machines on free loan to blind readers and in keeping the machines in repair. At the present time, the machines are distributed and repaired through the local state agencies for the blind, although it is felt in some quarters that a much more efficient procedure would be to have the libraries, particularly if there was one for each state, handle the distribution of both the machines and the records.

The original Pratt-Smoot Law provided only $100,000 a year for library service, and restricted the readers to adults. Through the years, the law has been amended, the word "adult" has been deleted from the Act, and the ceiling of appropriation has been removed entirely. For the 1959 fiscal year, a total of $1,355,000 was appropriated to the Division for the Blind of the Library of Congress.

In discussing libraries for the blind, note should also be made of the professional libraries, consisting of books about work for the blind and blind people. Two notable collections in the United States are those at Perkins School and at the American Foundation for the Blind. The Perkins library of blindiana is primarily a historical collection, while that of the Foundation is also a working collection available for use by professional people and students. Both are extremely valuable and useful services to the field.

I could continue this discussion much further and indicate some trends for the future, but I believe these points will be covered by other speakers later this week. In closing, however, I want to point up to all of you how great are the resources and services available to the blind in this country as compared to the rest of the world. This is not to give us reason to rest on our laurels, but to urge all of us to give thoughtful evaluation to our privileges and our blessings, that we may use them to best possible advantage.

SERVICES TO THE BLIND—1939, 1959, 1979

PANEL DISCUSSION

C. Warren Bledsoe, Moderator
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For me, it is an honor to be asked to be Moderator of a General Session of the AAWB. Some of the early guiding lights of this organization were the master spirits of the world I remember as a child. Two of these were particularly memorable. They were Mr. Randolph Latimer and Mr. Charles Campbell. This was the generation whose characters and personalities had formed before the first great world crisis of 1914-1919. I do not think I imagine that, along with an honorable innocence, they had a certain equipoise seldom seen now, which I hope in some future time people will regain.

Both Mr. Latimer and Mr. Campbell were close to communities pervaded by a sense of progress. Mr. Campbell's father, Dr. Campbell, was the American founder of the British Royal Normal College for the Blind.

I think it was rather puzzling to this generation that what they wanted for blind people was so much better understood in the circles of London of 1890 than it was in America. This gives us at the start a thought-provoking fact concerning the subject of community services for the blind. Theories concerning community services for the blind are not new, of course, and our subject is one with which both Mr. Latimer and Mr. Campbell would have been very much at home.

I would like to quote from Dr. Edward E. Allen, former Director of Perkins Insti-

tution, who had his early training at Dr. Campbell's English Normal College. In reminiscences late in life, Dr. Allen told in rather graphic detail the facts of the extraordinary handling of the community of Great Britain during the late 19th Century by a blind man who had been born in Tennessee.

Dr. Allen wrote: "America could not have provided an equivalent environment. When I asked Lady Campbell how her husband could have persuaded one Britisher after another, from royalty down, to help him, she explained that, because of his blindness and of his being an American, they overlooked his un-English, effusive approach and listened to him; then were won over by his evident sincerity, his dynamic example, and enthusiasm in behalf of his fellows."

Many of the blind founders of the American Association of Workers for the Blind looked on Dr. (or Sir Francis) Campbell and the pattern of his life as a kind of model. This is one of my reasons for the resurrection of these old memoirs. But, beyond that, I think it is part of my duty as Moderator to try to give this discussion various kinds of balance, including a proper setting in time. In this connection, I would like to draw your attention to an aphorism of Woodrow Wilson that "nothing is so benighted as the patronage of one time toward another." And I hope you will not think me too much an antiquarian because I've gone back to old Sir Francis, for whom London was ready when America was not.

I am going to extend my Moderator's privileges a little further to say something of the basic dimensions in which we are moving. I see these as one encompassing another, which in turn encompasses a third. For the first dimension, I can find no better word than the simple word "help." The second I call by the rather complex and baffling term "rehabilitation." The third I call by what is, to some, a frightening term, namely "typhlology," or the science that deals with blindness, according to the great WEBSTER and the great OXFORD dictionaries.

The second and third of these three dimensions will have so much emphasis throughout the week, that I would like to take this opportunity to say a word for the first—help. When a child says "I want to do this or that *myself*"—with the words coming out feelingly, spontaneously, for the first or second or third or twentieth time—a very important human tendency is coming to life and gaining strength. Respect for this tendency, resulting in careful encouragement of it, is one of the most creative elements in the relationship between parent and child. Moreover, one of the indispensable instruments of the world of man comes into play. Whatever else is expected of a body, it is expected to do most things for itself; to get up, sit, stretch, yawn, breathe. As a rule, a body is better suited to do more things for it*self* than any prosthetic invention is suited to do, or any other body can do, by lending arms or legs. Yet somewhere above the level of breathing, and far beneath the level of moving a ton of iron, action and cooperation with some other body (or bodies) is almost as natural as a baby's original breathing.

To decide correctly what we can do best ourselves, what we can do best for the help of others, is one of the most important techniques of living. We can hardly give too great care to the establishment of sound balances in giving and taking.

The case for looking after all those things which we can look after for ourselves is seldom advanced in quite the same spirit as is the case for helping others. However, the daily lives of men illustrate, over and over, not merely the absolute necessity for serving ourselves; there is, indeed, a minimum of service we do for others and everything we remove from their charge of responsibility. The basis for mutual respect toward what is human lies in the realization that others can take care of themselves quite well, indeed. Part of human kindness lies in demonstrating this realization, not ignoring how other people fare, but, taking a little time, giving a little leeway, standing back to see if a child or grandmother can manage well enough with little or no help or demonstration.

This is not the end of a simple matter, but it is the beginning of a complex one.

People who make their investment of time and energy in human selfishness and folly, based on the assumption that this is the most fertile field to cultivate, may abound. Yet there is much evidence that there is such a thing as "help" which can be both productive

and responsible, when a genuine willingness to give is thoughtful and careful, followed by an interest in what the outcome will be and whether the help influenced human nature for better or worse. It is with all these considerations in mind that I think we should turn to this whole question of "community services for the blind."

HELP is at its best when it is a mutual exchange. I am sure we all recognize that. Whatever it means morally when we say all men were created equally, there remain dimensions of physical capability, character and personality where we must own that each human being is unique. If I were asked to make one guess about life as of now, it would be this: It is being put to us by every form of communication life offers that it is up to each of us to use his uniqueness to match ragged edges with the edges of others, to form the completeness which gives harmony and meaning to life. This brings under close scrutiny our ideas about HELP. HELP is the very junction of the human situation, of being one member of a race of many, all of whom have the power to think and choose. We need to examine our ideas about HELP very carefully, to see what they are, without deceiving ourselves about how effectively they work.

COMMUNITY SERVICES—FROM THE NATIONAL POINT OF VIEW

M. Roberta Townsend, Panelist
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The key question to which I am to respond is: How does the National Agency look at Community Services in relation to services to the blind? In 1959, a simple answer would be—with mixed emotions.

In order to arrive at some conclusions, I intend to propose some questions. Maybe you won't like them. I will try to answer some of the questions, and maybe you won't like the answers. At the discussion period you may want to argue with me. Maybe, at that point, I shall further confuse things by agreeing with you.

First, let us recognize that, of necessity, a national agency must work upon a broader canvas than the individual, private agency. The national agency must be able to accept and comprehend in full perspective the composite pattern into which programs for the blind shape themselves across the country. It must also be able to critically discern the strengths and weakness of such programs. It is not important that the individual agency be large. It is more important that the services which it offers be sound and sufficiently varied to meet the needs, or a specific need, of the community in which it exists. It is important that the standard of performance be in equality with that which the best local health and welfare agencies represent.

I should like to repeat the sentence—"It is important that the services be sound and sufficiently varied to meet the needs, or a specific need, of the community in which it exists." The point I wish to emphasize is "a specific need." It is wholly acceptable and proper for an agency, limited in financial support, qualified staff, or space, to render one service well, turning to the community for additional resources which it cannot supply. In fact, it is its responsibility to do so. I should also exert caution against duplication of services which already exist.

Immense opportunities to all persons, including the blind, have been made available through nation-wide growth and development of medical, social, educational, recreational, and other facilities. Unquestionably, there are areas where agencies serving the blind have moved positively ahead, effecting harmony between themselves and these professional community resources. There are many, however, who are still unaware of these avenues of help or, because of poor programming,

are unable or unwilling to use them.

At this annual meeting of our national organization, I do not believe we need to pat ourselves on the back for that which we know to be good. Instead, let us take this opportunity, as a group devoted to the improvement and extension of services for the blind, to acknowledge with vigor and honesty that much remains which is *not* good.

It is here that the national agency looks to the local agency for help. The national agency, which must wait to be invited into a situation, has no power to police or control, and this is as it should be. It can only advise or support that which it believes to be right and in the best interests of the blind individual. Leadership which it may exert is to help, not to hinder. The national agency may urge the use of community servies to extend benefits to blind persons, but it is not within its power to demand that this be done.

Some of you, I know, are saying we *do* use every facility for the benefit of the blind in our community, why must we worry about these others? World development and change has created a smaller world in which we, a small segment rubbing shoulders willingly or unwillingly, play a vital part. Agencies for the blind, large or small, must band together, for we represent a vastly needed democratic medium through which the blind individual may be helped. It is here that the old adage of "the chain and its weakest link" is painfully applicable.

At the present moment we are on a seesaw. The down-side represents the old, the emotional, the obsolecent; the up-side, the over-professional, the highly theoretical. In the middle there are those who seek to safeguard that which was good and of lasting value in the past, supplementing and strengthening that which is realistic and useful in the new. This demands a fine sense of balance and selection. In fact, we are so profoundly engaged in this intriguing situation that, at some point, it is quite possible we may find the blind man, with whom this effort is concerned, has quietly tip-toed out of the area of our deliberations and gone on his way.

Another preoccupation with which we consume endless, and not too profitable, time is the possible elimination of certain words which we find disturbing in our private vocabulary. "Client", for example. Or shall we drop "sheltered" from the shop? The latest upsurge has focused upon "workshop" itself, which to certain persons suggests the old-time "workhouse".

Who is to blame for these and other words which have become displeasing to us? Could the fault lie at the door of poor leadership, unproductive services, and a tenacious clinging to the old emotional concepts?

Shakespeare maintained a certain conviction about the rose. I would venture a guess that if we should agree at this meeting to change "sheltered shop" to "Hilton Statler," in due time *it*, too, would join the unhappy words we have just reviewed.

Section F of AAWB has, over a period of years, carried a torch for the Ideal Agency for the Blind, Principles and Standards for Agencies for the Blind, and, finally, a discussion of Standards for the Accreditation of Agencies for the Blind. In each presentation, relationship between the philosophy which we preach (acceptance of the blind man into full community participation) and the actual process of his rehabilitation has been clearly drawn as a total community responsibility. Unfortunately, this concept has not been fully accepted or used.

Could some of the problem be our continual indulgence in contradictory philosophies? Let me ask you this: If we demand equal acceptance and opportunity for the blind man as a respected member of the community, why do we say we cannot raise money to offer him services without presenting an emotional appeal? Why don't we try a new method?

Or, if we sincerely believe, and so state, that the blind man can work competitively, why must we label the work of his hands with his disability? Why do we say we cannot sell his products unless they are labeled "Blind-Made" ? Why don't we try a new method?

What is *really* needed, and we include the national agency, is constant and rigid self-evaluation of individual programs to determine how well they fit into, or how well they are utilizing, the full constellation of local resources. The question should be asked and honestly answered: Was the program inspired by, and designed to meet, local needs and conditions, or was it picked as a "package" elsewhere and superimposed upon

a community?

What is needed is courage to acknowledge faults, daring to try the new, imagination in the fashioning and refreshing of programs.

We need to discourage what has been aptly termed "the enervating habit of compromise." Let us develop a healthy distrust of the seedy philosophy which extols the virtue of half-a-loaf.

In the last analysis, services for the blind, whether under an agency roof or supplemented elsewhere in the community, must have intrinsic worth to sustain them. They must be sufficiently varied so that a blind person may, when he is able, exert the freedom of choice and, in his choice, be proud and confident. "A man must *stand* erect, not be *kept* erect by others."

COMMUNITY SERVICES — AT THE STATE LEVEL

Harry E. Simmons, Panelist

Executive Director, Florida Council for the Blind, Tampa, Florida

You heard a few minutes ago Hulen Walker telling a man to train his dog to write his name so it could be passed up. That, inevitably, brought to mind the story of a very smart dog. It seems this travelling carnival was stranded in a small town by rain, and it rained continuously for a week. The dog-act man became very bored sitting around in a small hotel, so he brought one of his dogs into the hotel, set up a card table, and started playing two-handed pinochle. He would lead a card, and the dog would look at his hand and select a card, and take a trick. A little old lady came through the lobby and passed by. Then she stopped, looked over her shoulder, walked back, watched for a minute, and went into ecstacy. She said, "This is a miracle. This is the smartest dog I have ever seen. I wouldn't have believed it if I weren't right here at the moment." The bored owner looked up and said, "Lady, this dog ain't so darn smart; I've beaten him three out of the last five games."

There was an old popular song about half a century ago when I was a youngster, I believe the title of which was "There'll be some changes made." I think you are fully aware by now, at least those that are awake, that there have been frequent changes made here. I was let in on the secret at a very late date, and of course I do not have a paper. Last night, however, I listened to the opening session of the program, and was very much encouraged. I heard Pete Wood introduced as a "charming, young man," and the audience nodded it's approval, so I knew they would believe anything. Then another event of recent date was very encouraging: We saw the heavy-weight championship of the world change hands, and the winner won it by *not* training, except for night clubs and dancing. And that may set up a new technique of public address, too.

So I find myself where the poor, old cracker farmer was in West Florida, in a rickety old For he had pulled off to the side of the road. The patrol came along and stopped and said, "What's the trouble?" He answered, "I'm trying to find my way to Tallahassee." The patrol answered, "What's the matter with you; are you drunk? The sign's right there in front of you. It says 'Tallahassee 82 miles'." The farmer answered, "Well, you see it's this way, officer, I ain't had no education 'cep what I give myself. Now I can read how fur, but not where to."

So, that's where I find myself. I know what "community services" mean, but what will I talk about? I think, though, we could start off with a good basic philosophy of what makes this nation, America, the leading nation in the world. And, when I say "America" I include Canada, because there is no boundary line. I think America is a great nation, not because it has unlimited resources of silver and gold, coal and oil, agricultural lands and forests, but it is a great nation because it put its faith in human resources, instead of physical resources. Counter to the Communist belief that the state is supreme, and the in-

dividual is an ant crawling for the benefit of the state, in our great land, the individual is the great resource, and all other resources are bent to the dignity of the individual. You can travel just south of the border of the United States to see some resources far greater than the resources of this nation, and yet the people are poor; they live in poverty. That will give you a good illustration of why this nation is great. We have a great interest in each other.

Another point I think we should keep in mind, and which we were discussing in a little bull session last night, is the change in the concept of the word "help." When we were a young nation, scattered about as a few people in a great land, help then was a neighborhood matter. If a home burned, the neighbors came in and helped rebuild the home, and had a little feast along with it. The same happened in other disasters. If anyone became ill, the neighbors brought in food, bed-clothing, assistance in the form of doing the laundry and helping in any way possible. As civilization grew more complicated, of course, this was reduced to organization, and that is where we stand today, that is, organizations established to give help. In the final analysis, all services can be described as "help."

I believe the other important thing when we think of the word "help" is to think of it in the terms of an individual, realizing the great differences from individual to individual. In community services, there are great differences. One community may have one set up, another community a completely different one, but both achieving a modicum of success. You can extend that farther. Services in our field of work from state to state are all different. I know of no two states that have the same basic law setting up a pattern of services for the blind.

As I look at community services from the state administrator's standpoint, I like to think of it in terms of supplementation, rather than overlap. I like to think that the main achievement is public education. I think all services stem from a chain of thoughts or factors. First, we have interest; then we have planning; then we have public education; then we have finances; then we have technical training in the form of staff; and, of course, the most difficult of all to achieve but in the end the most important, lines of communication, or knowing where and what. You might take the five W's as necessary in establishing lines of communication: Who, what, why, where, and when. Even in a small community, oftentimes there are sources of help that are not utilized, not because of not wanting to, but because of the ignorance of the existence of that service.

In our particular state, and in several other states I know of, e.g., at least in Texas and North Carolina, community services are extended and coordinated through civic clubs—in our case, Lions Clubs, some 230 Lions Club Sight Conservation Committees dipping into every neighborhood, every hamlet, every city. The people forming these committees are distinguished people, knowing their communities, and they can give a great deal of assistance in the coordination of activities.

I believe that, in the final analysis, the important element in all services, be they community services or otherwise, is the facility, completeness, and ease of getting service to a particular individual. If the state agency has everything necessary to provide a service for an individual in a community, then, of course, I believe it is the obligation to get that service to that individual as promptly as possible, and as completely as possible. If the resources are not within the state, then the community should be searched out. Remember, though, that every time you ask a community for assistance, or help them to get together to assist an individual, it is a two-pronged favor. The organizations helping the individual become keenly interested in the individual, and that is public education down at the local level.

I believe that time will not permit further thoughts which I have not prepared at this platform, so I will listen to the local viewpoint.

COMMUNITY SERVICES—FROM THE POINT OF VIEW OF A VOLUNTARY AGENCY

Mrs. Lee Johnston, Panelist
Executive Director, Lighthouse Society for the Blind
St. Louis, Missouri

What part can a voluntary agency play in the total picture of community services for blind people?

The local voluntary agency holds a very strategic position, especially if it is a United Fund Agency—it can be a representative of the public rendering services to the blind persons in the community, can set standards for those services, can interpret them to the community and, with an adequate public relations department, can be the principal voice in educating the community with regard to the needs and the capabilities of its blind population.

Many other community agencies should be fully oriented to the work being done with, and for, blind people. This can be accomplished in many ways—planned visits to the agency for the blind by personnel from other social agencies; talks to staffs of other social agencies; referral of clients of the blind agency to other agencies for service—for family counseling, for participation in the various forms of recreation offered by outside agencies, for specialized training or therapy; lectures and films presented by agency personnel before many groups—schools of nursing, PTA's, service clubs; use of all mass media—newspapers, radio, TV—to inform the public about work being done at the agency for the blind. If you have an interesting story to present, free time over radio or TV, or free space in newspapers, is not hard to obtain and reaches an untold number of people.

Our own agency has, during the past two years, had more than $52,000 worth of free time on TV and radio, has presented interviews with agency personnel on the work of the shop on TV, and, as we also have a widespread eye-health educational program, we have had several medical films on TV, such as a film of a corneal transplant, one on removal of cataracts, and a strabismus operation. All of these were filmed at a local hospital. Spot announcements are given at frequent intervals on children's eye problems, adults' eye problems, and the eye bank. In addition to radio and TV, we have had 619 column inches of free space in newspapers. Articles appear in national magazines, such as that of the titanium industry, and in local ones, such as the *Chamber of Commerce Bulletin*, *The Better Business Bureau Bulletin*, and the local and state teachers' association publications. All of this helps to keep the community constantly aware of the work of the local agency.

Our social service department is in close touch with all agencies which may be of service to our clients, or can furnish necessary information. Help is given on many types of problems—personal, family, financial, housing, public assistance, securing high school scholarships to permit two blind parents to keep their children in school, and, in short, many problems which arise in people's lives, whether blind or sighted.

Our agency maintains a very close relationship with the State Bureau for the Blind. All of our workers who have a potential for eventual placement in private industry are on the Bureau's rolls, and move out to better jobs whenever the employment counselor can place them.

Medical and dental care for these workers can be obtained through the Bureau, and, for other workers in the shop who probably will not leave to work elsewhere, free medical and dental care is arranged for and our volunteers see that they are taken to clinics.

Much interest in our work is engendered during fund-raising time, when many groups of businessmen and women take tours of the

plant (there were 285 people last fall). They leave with expressions of interest and pleasure at having seen for themselves what blind persons are capable of doing. Since each of these persons is head of a team in their particular plant and must explain what they have seen to their team members, the results are far-reaching. Little by little, through all of these avenues of information, the community is gaining a greater awareness.

In our shop, which at one time lacked a feeling of security on the part of the workers, meetings of the entire group are held to explain policies and regulations, changes in Social Security benefits, etc., and to answer questions which they may have. Bulletin board notices are used for all minor matters. Supervisors meet weekly, to discuss shop problems and better ways to carry on the work.

The Health and Welfare Council of St. Louis and St. Louis County has always shown a deep interest in our work and asks for the services of our staff members on various committees.

We do not claim to have a model agency, by any means, but at least an opportunity is offered to 150 blind persons to perform dignified, useful labor, at adequate pay.

Many free tickets are given to us to distribute—to movies, baseball games, symphony concerts, the municipal opera.

We maintain a close relationship with ophthalmologists—have an advisory committee of five of the leading ones, and each year the Director is asked to speak about blindness to the graduating class of ophthalmologists.

Recently I saw an experiment which is being carried on by the state agency in Nebraska which could easily be adopted for use by a local agency. A group of blind persons is brought to a central point by the agency and each housed separately with sighted people. Community facilities are used, such as the high school for home economics and shop, the YWCA for bowling, swimming, dancing and gymnasium, the Department of Psychology of the University for tests and evaluations, and the Arthur Murray School even gave free lessons in ballroom dancing.

Several community agencies are thus rendering services to blind persons, and are helping to integrate them with sighted groups.

PAPERS PRESENTED AT TUESDAY EVENING GENERAL SESSION

LOOKING FORWARD IN WORK WITH AND FOR DEAF-BLIND PEOPLE

DEAF-BLIND CHILDREN IN THE UNITED STATES

Betty G. Riley, Field Worker, Service to the Deaf-Blind
American Foundation for the Blind, New York, New York

A short time ago a young Broadway actress and her husband appeared on one of those homey interview programs that have become so popular in the past few years. Since the young lady had recently given birth to her first child, it somehow seemed appropriate for the interviewer to ask her how she enjoyed being a mother. She, of course, allowed as how it was all just wonderful, and her husband nodded his beaming assent, too. Not willing to leave it at that, however, the interviewer expressed some surprise that she had no particular problems to mention, this being her first venture into motherhood and all that.

Well, come to think of it, she did have a problem! She said she just couldn't get over the idea that the baby couldn't talk to her, that she spent an awful lot of time talking to *him* and fussing over him, but that they never *really* communicated. She went on to say that she was just longing for the day when he would respond so that she would feel less frustrated.

When I first heard these remarks, I thought "how whimsical can you get!" I've remembered them, however not because of how silly they sounded, but because of how silly they might *not* have sounded if they had come from the mother of a deaf-blind child.

According to our latest records, there are approximately 350 deaf-blind children under 20 years of age scattered throughout the United States today. Eighty of them are enrolled this year in the 8 schools which maintain departments for the deaf-blind. Twenty years ago, in 1939, one department which had been in operation for almost 10 years had an enrollment of 14 pupils, and another school was just beginning to set up a program for deaf-blind children. Our available statistics do not tell us how many children have been educated individually in various schools for the deaf and schools for the blind throughout the country, but we do know that many of the deaf-blind adults who are living useful lives today have received such an education. How many more could have been educated we can only conjecture.

In 1959 we know that approximately 200 deaf-blind children are living at home and are not enrolled in any educational program. Approximately 20 are 4 years of age or under.

The remainder—approximately 180—range in age from 5 to 19. Approximately 70 are reported to be in institutions for the mentally deficient.

This, perhaps, does not sound like much progress. However, despite the fact that there is a serious shortage of teachers of the deaf-blind—only 4 of the 8 schools are in a position to admit out-of-state pupils—it has been found that relatively few children each year are considered eligible for a formal educational program, due to a generally retarded level of functioning behavior.

It is this group of children—and their parents—about whom we are most concerned. Although we know that some of the causes of deafness and blindness are different in 1959 than they were 20 years ago—more babies are being kept alive by modern medicine who might otherwise have died—we are not looking towards institutionalization as an answer to the problem of what to do with children who seem retarded in their preschool years. Instead, we are looking towards the diagnostic team, the researchers, speech and hearing clinicians, child welfare workers, public health nurses, preschool counselors and caseworkers —all of whom want to learn more about these children. We have already learned a great deal as a result of group effort at the community and state level, and we look forward to far greater achievement in the future.

In the fall of 1938, Tad Chapman, the first deaf-blind child in the United States to be educated by the Vibration Method, returned to this country from a tour of South Africa, where he gave over one hundred speeches on behalf of deaf-blind children. In the fall of 1959, the first department for the education of the deaf-blind will be opened in that country. Twenty-one years may seem like a long time, but in the history of education it is remarkably fast progress.

NOT A SOUND FROM MY CHICKENS

Winthrop C. Chapman, Poultry Farmer

San Gabriel, California

It is a great pleasure to me to be here at this meeting to speak about my chickens.

In 1947, my father and I started a rabbit husbandry, but we found it was not practical financially and there was too much work for us. So, a few years later we changed over to poultry-farming, which proved cleaner and more profitable.

We now have 1,000 chickens and it is my job to feed them twice a day and pick up the eggs three times a day. This gives me a lot of exercise walking up and down the aisles. In addition, I help with the yard work, trimming the lawns, etc.

It is also my job to handle the money and pay all the bills. I keep records in Braille, and at the end of the year I make a complete report of all our poultry business.

Besides my work tending poultry, I keep busy with a number of other interests, such as weaving, correspondence, transcribing, and games. I do a great deal of reading and studying about different countries.

I wish more deaf-blind people could have the opportunity and experience that I have had in poultry farming, an occupation which affords pleasure and good exercise. My chickens never argue or contradict me. At least if they do, I never hear them.

In closing I want to thank you for inviting me to come to this convention to speak to you.

PLOWING THE GROUND FOR THE FOUNDATION OF A PROGRAM OF SERVICES TO THE DEAF-BLIND

James S. Anderson, Instructor, Service Unit
Columbia Lighthouse for the Blind, Washington, D. C.

In April of 1956, the Columbia Lighthouse for the Blind and the American Foundation for the Blind, published the results of a survey of the community services available to the blind in the Washington Metropolitan area. One of the interesting statistics which was revealed in this publication was the existence of 44 persons in the local community who were blind with some degree of hearing loss. Since it has been estimated there are approximately 2500 legally blind persons in the Washington community and, since the aforementioned survey only included approximately one-third of this figure, the percentage of blind persons with auditory losses can easily be doubled or even tripled. During the time when the facts and figures were being gathered for this survey, three cases of deaf-blindness were referred to the Social Service Department of the Columbia Lighthouse for the Blind. These three cases and the results of the survey indicated the need for specialized services to the deaf-blind and the hard-of-hearing blind in the Washington community.

In late 1956, I jointed the staff of the Lighthouse as an instructor in the Rehabilitation Unit and, since I had some previous experience in work with the deaf-blind, I was assigned the task of interviewing these clients. The purpose of these interviews were two-fold, first to determine the clients' needs and second to determine what services presently being provided to the community by the Lighthouse could be extended to these clients. After preliminary diagnostic evaluations, two deaf-blind clients were provided with services in the following areas:

1. Instruction in a restricted form of foot travel.
2. Instruction in crafts.
3. Instruction in Braille and typing.
4. Financing of ophthalmological, otological and audiological examinations.
5. Part-time employment in our sheltered shops and home industry programs.

These two persons have received services from the Lighthouse on a continuing basis to the present date. The value of providing such services is twofold: First, several of the immediate needs of the clients were met, and, second, the staff of the Lighthouse has gained valuable experience which could be applied in the future in work with clients of this type.

As the number of referrals to the Columbia Lighthouse of deaf-blind and hard-of-hearing blind clients increased, it was felt by our Executive Director, Mr. J. Arthur Johnson, in consultancy with Miss Annette Dinsmore of the American Foundation for the Blind, that our staff should receive more formalized training in order to deal with the growing problem of providing efficient and effective services to clients with this dual handicap. Proceeding on the recommendations of Miss Dinsmore, I was sent to the Industrial Home for the Blind in Brooklyn, New York, for two weeks of intensive training in their deaf-blind department. Upon my return from New York at the completion of my training, and after numerous conferences with the Lighthouse staff, it was decided that we would approach this problem from several directions. First, it was essential to determine approximately the number of deaf-blind and hard-of-hearing blind in the community, as well as their needs and interests. It was also important to determine what agencies were already serving these persons, and the nature of their services. Another phase of this approach was the selection of 6 cases of deaf-blind and hard-of-hearing blind clients known to the agency for thorough analysis and study. The final step in our approach to this problem will be the general orientation of the Lighthouse staff to work with the deaf-blind and hard-of-hearing blind.

In order to obtain information on the number of deaf-blind and hard-of-hearing blind clients in the local community and the agencies serving them, a letter with an inclosed postcard was sent to each of the 28 District of Columbia agencies who participated in the Columbia Lighthouse—American Foundation Survey of the Washington Metropolitan area. The 28 agencies were asked to cooperate in completing the requested information on the back of each postcard and to return it to the Columbia Lighthouse at their convenience. At the present time we have received responses from 20 of the 28 agencies. Eight of the 20 responding agencies indicated that they are at the present time providing services to deaf-blind and hard-of-hearing blind clients. These 8 agencies will be contacted by a member of the Lighthouse staff in the near future in order to obtain specific information on clients and services. The remaining agencies who have not responded to our survey have been reapproached and their cooperation requested.

A second phase of our approach to this problem has also been partially accomplished. From six deaf-blind or hard-of-hearing blind persons known to the Lighthouse, either by being the recipients of services or by mere names or address, detailed information about two has been gathered and analyzed. In order to obtain detailed case histories of these clients, a special form has been designed which will provide the staff with as complete information as possible about each client in the following areas.

1. General statistics.
2. Educational background.
3. Medical history.
4. Family history.
5. Work history.
6. Service history.

The latter includes detailed information on all services which the client has received, either from the Columbia Lighthouse or other community agencies.

Attempts have been made to contact two of the remaining other clients, but at present these attempts have met with failure. It is hoped, however, that before too many weeks pass case histories of these remaining clients will be at least started. The remaining four clients are only known to the agency by names and addresses.

The final step in our present approach has also been partially completed. The staff of the Columbia Lighthouse Rehabilitation Unit is now in the process of receiving a general orientation to work with the deaf-blind and hard-of-hearing blind. This orientation consists of instruction in various methods of communication, general discussions, and study of reading material on the deaf-blind in the rehabilitation setting and prevocational aspects of deaf-blindness. After this segment of the Lighthouse staff becomes functional in the application of this orientation, other segments of the staff will be given similar instruction which can apply directly to their specific areas of operation.

During the process of providing services to deaf-blind and hard-of-hearing blind clients, working relationships have been developed with several agencies in the community. For example, the Hearing Clinic of a local Washington hospital center is now cooperating with the Lighthouse in providing diagnostic, evaluatory and therapeutic services to clients with this dual disability. Another agency has cooperated with the Lighthouse in providing family counseling to the parents of a young deaf-blind child.

In conclusion, it is hoped that, through our preliminary approach to this problem, we shall obtain enough information about the dimensions of the problem, and the needs and interests of the clients, in order to plan a program of services to the deaf-blind and hard-of-hearing blind which will be participated in not only by the Columbia Lighthouse, but which will include other agencies in the Washington Metropolitan area.

STEPS WE HAVE TAKEN IN CANADA

A. N. Magill, Superintendent, Ontario Division

The Canadian National Institute for the Blind, Toronto, Ontario

When the Canadian National Institute for the Blind received its Federal Charter in March, 1918, as a national private agency for the blind, it amalgamated with a number of local and provincial organized groups and brought into one national organization practically all existing services for the blind people of Canada. Its first endeavor was to develop a register which would provide the basic information necessary to design and construct a comprehensive service program. This information brought to light the fact that there were a number of deaf-blind people in Canada. As the facilities of the organization grew and trained staff was developed, those deaf-blind people who could read Braille began to receive library service. Some others were taught Braille by the Home Teaching Department and later, as employment opportunities were found, some deaf-blind people were placed in remunerative work. As work for the blind in Canada has developed over the years, deaf-blind Canadians have also participated to a greater extent in both economic and social opportunities.

It was not, however, until about 1950 that this program received a real stimulus through the visit of Miss Annette Dinsmore, well-known specialist in work for the deaf-blind, and the personal activities and dedication of Mrs. Marjorie McGuffin, a deaf-blind person who had lost her hearing and part of her sight in early childhood. She received her education at the school for the deaf. After the age of 40, when she was totally blind and had learned Braille and touch typing, she began to interest herself in the conditions of the deaf-blind of Canada and to contact as many as she could reach through Braille or typewritten correspondence.

In July, 1952, Mrs. McGuffin began to devote most of her time to a little Braille magazine which she felt would bring hope and companionship to her comrades. The first issue, a single, hand-transcribed copy, bound with string, took three months to cover its circulation route among eleven widely scattered readers. The next issue reached a few more readers and the deaf-blind who could write Braille or type began to contribute material. Today, through the Brailling facilities of the CNIB, 60 copies of the magazine *Dots and Taps* go out every other month to deaf-blind readers across the country.

When the magazine was well established, Mrs. McGuffin formed the Canadian League of the Deaf-Blind, operating from her own home. The object of the League was to supply a Braillewriter and Braille watch for each of the deaf-blind members who could use them, and funds to cover these were donated by friends or raised in various ways.

While Mrs. McGuffin was carrying on her activities from the West Coast, the CNIB was attempting to deal with each deaf-blind person on the basis of his immediate needs. Efforts were made to assist them to receive education (either by going to the United States, or to a school for the deaf, if they had partial sight, or a school for the blind if they had partial hearing) and, in some cases, arrangements were made with the various Provincial Departments of Education to provide special teaching facilities for those who could not fit into the other groups.

In 1957, our program received a further impetus through the visit of Dr. Helen Keller and, with the increasing activities on the part of the World Council for the Welfare of the Blind with its special Committee on the Deaf-Blind, it was decided to unify the Canadian program for the deaf-blind as well as enlarge our efforts to guarantee maximum service. "Deaf-blind" in Canada was defined as: "Those who, after all possible correction, cannot hear normal conversation at a distance of three feet and whose vision is so low that they cannot read large print; or who may be able to read large print at present but whose vision is expected to fail."

Mrs. Marjorie McGuffin was asked to join the staff of the organization as Consultant on the Deaf-Blind of Canada, which she very kindly consented to do. Each of the seven organizational divisions within the CNIB appointed a key member of staff to work with Mrs. McGuffin, who was to continue the editing of *Dots and Taps* magazine, as well as funishing deaf-blind people with necessary equipment, such as Braillewriters, typewriters, etc., as long as her available funds lasted, after which these would be provided by CNIB. Our organization was to work closely with each deaf-blind person within the respective Divisions to see that they received tutoring in Braille as well as typing, to be placed in employment where possible, and to be introduced to other deaf-blind people within their communities. Mrs. McGuffin was to keep in touch with the approximately 150 people presently registered as deaf-blind, and to visit them at agreed periods.

This stepped-up program has meant that many more deaf-blind people are getting together in small social groups. They are being taught handicrafts as well as being placed in jobs where possible. The are encouraged to participate in the various activities developed in each community for blind people, as well as being afforded, wherever necessary, accommodation in our residences for the blind.

This intensified program on the part of the CNIB, with the assistance of Mrs. McGuffin as Consultant, will, we feel, afford many more opportunities, both social and economic, for the deaf-blind people of our country. It will interest not only blind people, but sighted people as well, in communicating with them and, will, we hope, widen their circle of friends and help them to achieve a richer, fuller life. We are grateful to Mrs. McGuffin for the help and inspiration she has afforded the deaf-blind in Canada, and for the intense interest on the part of the special Committee on the Deaf-Blind of the World Council for the Welfare of the Blind under the chairmanship of Dr. Peter Salmon.

We feel that our program in Canada is just beginning. It has a good start, but the future holds many more opportunities than were available in the past.

MY SHOP IS MY OWN

Jack Murphey, Chair Caner and Furniture Repairer

St. Louis, Missouri

The automobile industry has had a lot of trouble over the years, and it would grieve me if what I have to say this evening should cause still more by sparking a mass movement back to handicraft and the simple division of labor. Maybe my remarks won't be that provocative, but it isn't clear just what will start a new fad (and we have the hoola hoop to prove that it doesn't take much), so I am worried. My mind is easy and my conscience is clear on one point, though: If this venture into the field of public education does precipitate a crisis, the blame rests squarely upon those friends and relatives of mine who have persistently banned any further mention of my one-man shop—regardless of its enduring conversational value. It was a cut-and-dried case of *go to Detroit or keep quiet.* So here I am, and I hope it won't be necessary to hurry away because of similar persecution by you.

Now about that shop of mine. We keep it down in the basement where, besides the furnace, other household appliances, two bicycles, one lawnmower, my workbenches, and a clutter of cane, rush and porch furniture, it is quite possible to find almost anything else—except the object of one's search. Such chaos in a business establishment could, presumably, serve as damning evidence that its proprietor had lost considerably more than his sight and hearing, so please keep the matter confidential, for in all other respects the shop is an unqualified blessing. It is one of my few cherished possessions which the kids have never managed to leave out in the alley or in a neighbor's backyard, and it is the only place

in the house where my efforts to be useful have not occasionally resulted in pandemonium or worse.

Take the time Mother served dinner to a hobo and then trotted off to answer the phone without telling me of his presence. Had I gone down to the shop and resumed honest labor, Mother could have finished her conversation, Dad could have scanned the newspaper for proof that the Republicans were getting worse, and the hobo could have eaten in peace. But instead of answering the call of duty, I chose that moment to remove our dinner dishes from the table and promptly confiscated the poor man's food. It is still refreshing to think of our guest's momentary frustration! It was said that his efforts to reason with me could have been heard for a mile.

That boner, the work of a mere novice by comparison with later, more spectacular achievements, occurred shortly after I had become too deaf for oral communication. Nevertheless, that highly successful, though unintentional, disturbance of the peace shows that my shop has much to recommend it—it has social as well as economic implications.

I began to lose my hearing and to cane chairs commercially at the age of twelve years. Thereafter, both projects gradually prospered (in their separate ways), so that I had very little hearing and quite a lot of work when my school days ended in 1927. Since then, except for a period during the war when material was unobtainable, the shop has always been supplied with an ever-changing variety of work. Some jobs can be breezed through in an hour and some make it doubtful that Job still holds the record for patience. Some can be done without thinking, while others demand intense concentration. Many pieces must be worked on with chisels or an electric drill, and many others must be strengthened with glue, braces, new rungs or a few well-placed screws. Best of all, just when you think you know your business, someone is sure to walk in with a job that wrecks your complacency and turns out to be more challenging than any of its predecessors.

There is nothing new or outstanding about my little furniture repair business at home, yet I welcomed the chance to call it to your attention because the field is wide open to competent deaf-blind people in every metropolitan area. Of course, relatively few would find the work satisfying and profitable, but I know of only two who have shops similar to mine, and it is clear that there should be more. This situation would be remedied, I think, if something could be done to stimulate the personal interest and initiative of those who are favorably located for such a business. Consequently, it seems to me that of all the American Foundation's generous and valuable services to my handicap group, this annual program for the AAWB is the one which can be most effective in conveying encouragement and constructive suggestions to employable deaf-blind adults throughout the country. The need for such individual help becomes apparent when one realizes that, next to the all-important factor of communication, remunerative work alone has the magical power to transform abject dependence into dignified interdependence and miserable isolation into a kind of happy and purposeful seclusion.

DEVELOPING A REGIONAL PROGRAM

Jerry Andersen, Supervisor, Regional Rehabilitation Center
Minneapolis Society for the Blind, Minneapolis, Minnesota

Although it has been more than two years since Miss Annette Dinsmore made arrangements for me to receive training in work with deaf-blind people at the Industrial Home for the Blind, we have, thus far, served only eight such persons, seven of these from Minnesota. Therefore, it is somewhat presumptuous for me to speak of a regional program. However, the program exists and is offered regionally. We have served one person from Montana,

and inquiries have been arriving regularly regarding these services from other states in our region. There is no question that there is at least a beginning awareness that we are in a position to offer comprehensive services to deaf-blind people.

Recognizing that we are neophytes in this field, I think, too, that our newness, in itself, may have caused us to approach certain problems and solutions to these problems in ways that are different from those commonly accepted.

Needless to say, when I first approached this training, I was filled with a good deal of trepidation. There was not so much a fear of the people with whom I was supposed to work; rather, I worried about my own probable ineptness in communicating with them. Mr. Lou Bettica (a man who, to my mind, is outstanding in this field) and his very capable staff, soon put these fears at ease. Because of the conviction I met with here, I was able to carry back to my own staff conviction about developing our program. From the deaf-blind people working in the IHB program, I learned a lot. I learned that they are as richly different in their backgrounds and interests as any other grouping of people. I learned that they had quiet conviction about their own capabilities and about their own potentialities. I learned that communication is a critical aud basic issue that must be dealt with effectively before an effective program of service can be realized. It is to the point of communication that I should like to direct a few remarks this evening.

Communication is, of course, not an end. It is a means to an end. In any phase of rehabilitation work, we must have an inherent belief in the capability of persons with whom we work, to identify problems that they have, and to determine what they want to do about these problems. This is not to say that the client has all of the answers. Our professional competence is brought to bear in helping the client to identify problems that are facing him, in helping him to explore services that are available to him to assist in the solutions to these problems, and to help him select the means of solution that are in keeping with his abilities and his limitations.

Striving for more effective communication has been our most basic concern in development of a program of training for deaf-blind persons. Three points have been uppermost in our minds. These are:

1. The mechanics of communication.
2. Opportunities for communication.
3. Empathy in communication.

Relating to mechanics, we have been very interested in evaluating the various means for communication that are available to staff, to fellow students and to the deaf-blind persons themselves. Without going into all of the ramifications of this, our major concerns have been to appraise the most effective means for successful communication and to acquaint as many people as possible with these means. We have reached a tentative conclusion that the most effective means for personalizing communicatioin is the manual alphabet. The Teletouch, of course, broadens the opportunities for communication tremendously. The manual, because it enables physical contact between two persons, from our point of view is the best means to convey emotional components of communication and to receive these same emotional components from the deaf-blind person.

Regarding the opportunities for communication, we have found that, if we spend a couple of hours with our student group (during lectures or group discussion) going over the manual alphabet just prior to a deaf-blind person's entering the course, a majority of the group will learn sufficient communication to at least be able to convey and understand the social amenities. A few will really delve into it and become quite closely acquainted with the deaf-blind client. Our position, at this point, is that the deaf-blind client can be absorbed into the group in the Rehabilitation Center at any given time, and this opportunity should be wholeheartedly encouraged. Because we have had so few (at the most three) deaf-blind students in our student group at any given time, we have not only been able to, but have found it necessary, to encourage communication opportunities between these persons and those in our student group who have normal hearing. We have encouraged this integration throughout the program, even to the extent of placing a deaf-blind person with a roommate who has normal hearing, preparing the roommate in advance for this. Generally, this has worked out pretty successfully,

although, as may be expected, there have been some problems. None of these problems, however, has been insurmountable. Thus far, we have found that all of the clients we have received had very limited, if any, opportunity for what I would call empathic communication with those around them. We have found that it has been very important to elicit ideas from our clients; it has been very important to develop and round out these ideas.

Although our experience has, thus far, been limited to a small number of people, it has nevertheless led us to the conclusion that, in a program of rehabilitation, much the same expectations may be held for the deaf-blind client as are held for any of our other clients.

The other facet of communication I wish to touch on is that between agencies. Conviction about the potentialities of deaf-blind clients is something that must be communicated to the professional staff of each agency responsible for rehabilitation of these people. There is no question but that we have a long way to go. We certainly run the risk of presenting a picture of independence to a person that may not be fulfilled when they return to their home environment. I think that this is a calculated risk that must be taken, and one that the deaf-blind person is willing to take if his opinion is elicited. The facts speak for themselves. Of the eight persons with whom we have thus far worked, five are in employment, one is on a private job as custodian-caretaker of an apartment, the remainder are employed in shops. One is in his second year at a local college carrying a B average. I consider it accurate to say that we have not encountered a failure yet.

GROWING UP IN WORK FOR THE DEAF-BLIND

Charles O. Weber, Jr., Assistant Director
Travis Association for the Blind
Regional Workshop and Training Center for South Central Texas
Austin, Texas

How does one "grow-up" in work for the deaf-blind?

When I was asked to express myself on this particular bit of personal history, I got a real jolt. Because, in order for me to fulfill the request to tell in the sequences of my "growing up" progress, I found that it was necessary to dig deep, to really start at my very own beginning.

I was given my first job in a workshop for the blind as a part-time janitor when I was sixteen years old. It was not until I was a senior in high school that I met my first deaf-blind friend. He was a junior student, who was losing both hearing and sight and who was faced with all the problems confronting a person with progressive deaf-bindness and eventually complete loss of both senses.

I was confronted with more problems than I had ever dreamed existed. Communication with him was at a standstill. The use of the deaf manual I thought was useless, for he could not see, and spoken words could not be heard. I began to read and study anything I could find so that I could continue to communicate with him. Truly, I did not know it, but I had actually reached a new milestone in my own "growing up".

My feelings were both personal and real. I wanted to go ahead. I knew I had to learn more. You must now be assured that I have experienced some very real help in my climb toward personal and professional achievement in this field. I received a Helen Keller Scholarship grant in 1949 for professional study in the field of deaf-blind work. I'm perfectly sure that there was never a person more proud than I at being chosen recipient of this Scholarship.

My next experience came after I returned home in the fall of 1949. This was when I

encountered a 27-year-old man of Latin-American ancestry who had been found by a welfare worker in a sad state of malnutrition. His grandmother, with whom he lived, had died over a month before. Not having anyone to care for his needs, he had sustained himself on chicken feed all this time!

There, I really had a problem. His grandmother only spoke Spanish and the signs that she had taught him were a series of pushes and pulls. I first had to learn these signs before I could begin teaching him some means of communication. I am sorry to say that I did not get to work with this boy as much as I would have liked to. He was under the care of the County Medical Officer who would not let him leave the city where he was found; so I traveled some 90-odd miles twice a week for sixteen weeks, before he passed away, to give him the benefit of my training knowledge of the deaf-blind.

I have given you but two of my many experiences and, if I may, I would like to give you one more.

This case I will remember all of my life, for it is still going on. It started eighteen months ago. An elderly lady came to the office for information about aids for the blind, which she could purchase for her niece. In talking with the lady, I was told that her niece was a young girl, twenty-two years old, totally deaf and blind due to an automobile accident five years before. Money had been no object in this family; therefore, specialists all over the world had examined her, but nothing could be done.

On my first visit to the home of this young girl I was not allowed to see her. However, a week later I went back with the determination to see her; and this time only the maid was home so I asked if I could talk with the deaf-blind girl. The maid brought her into the room about the time her parents returned home. My presence with the girl disturbed them a great deal. Here is why: Prior to the accident, she had been a very pretty and popular girl in school but she had degenerated to the extent that now she was unkempt but clean. Her hair was very long but was not combed. She had on no make-up and large sores covered her face, arms and legs. She had been allowed to gain weight to the extent that she now weighed in the 180's, although she was only 5′5″ tall. This girl had existed for five years in a very comfortable room in the house, under the supervision of a maid-nurse.

The family accepted me but refused to let her have visitors or old classmates to come to see her, because they, themselves, are ashamed. They are not ashamed of the girl but of themselves, for they realize where they have failed. I have been assured by them that, as soon as her cosmetic appearance is restored, she will be allowed to come to our shop for further training.

May I assure you that my three weekly visits will continue, for I, too, feel ashamed to think our Public Education Program did not penetrate to this family who had the impossible task of living with their burden alone.

My deaf-blind friends, I need to salute you for helping me and furnishing me with a very real reason why I have continued my interest in this field. May I say to all of you workers present here today that I sincerely hope that I may live to see a national growth and interest in this work, for these people honestly need our efforts the most.

In closing, I should like to offer four suggestions to you as a National "Growing-Up" Program for the sole benefit of our deaf-blind citizens:

1. Let us ask for the setting up of a national survey team, in order to establish all needs of deaf-blind citizens—not just work programs. Let us insist that this activity not be carried on through the already overworked state programs.

2. Let there be established a Deaf-Blind Research Center, co-directed by a deaf-blind person and a sighted person who will act as liaison people to help present and carry through on research ideas, using only deaf-blind people with their particular abilities to establish feasibility of suggested ideas, etc.

3. Ask each state program to assign personnel to make suggestions of methods to help them in their work in their own geographical areas.

4. Last, but not least, let us work toward this goal of accomplishments. Let us study, learn and work for a group who appreciates real understanding.

ENTERTAINMENT IS MY BUSINESS

Geraldine Lawhorn, Writer and Entertainer

Long Island City, New York

Our chairman is kind to call me an entertainer. Most of my friends prefer to call me a ham—I don't mind that as long as it brings in the pork.

This is how it started. I was a Braille student in high school when I lost my hearing. To keep my voice from deteriorating, the good teacher encouraged me to memorize poems and stories and to recite them to the English classes. I loved those aassignments, so much, in fact, that after graduation we decided to use my scholarships—and let me say here that I sincerely appreciate the Vocational Rehabilitation Service and several agencies for the blind which made my studies and progress possible—for courses in writing, speech therapy and dramatic acting.

In dramatic acting, one's natural expression is always emphasized. Nevertheless, I study a great deal of miming in order to determine the difference between natural gestures and undesirable mannerisms. Facial expressions and gestures are taught me through touch, even to my getting down on the floor to watch the action of the teacher's feet.

One plague of most deafened people is the dread of becoming a monotone. Therefore, to aid modulation in my voice, my instructors give me character studies with voices that differ widely. Take for example these three types. The first character is speaking to her bald boy-friend. She says:

"Darling, let's go inside this little shop until it stops raining. If we stay out here in the rain, both of us'll get soaked; but in this little jewelry shop, only one of us is going to get soaked. . . . Why, no, darling, I'm not after your money; I'd love you just as much even if you were twice as rich as you are."

And there's Granny. She says:

"Let me tell ye. When I was young, it was healthy to go out fer a walk. But nowadays, with this here pollution and air conditionin', a body has ter go into the house ter git a breath of fresh air. . . . Why, look there! There's Dolly. Dolly, where you been?" . . .

Dolly: "Oh, I been shopping. Got myself a little cotton dress. That clerk in the store said cottons are so popular this year that you can 'wear'em around the clock.' Isn't that silly? What would anybody want to wrap cotton around a clock for?"

You may be sure this work of entertaining keeps me busy. Not only writing, rehearsing and performing the programs, but also obtaining them. Sometimes one program happily leads to another. Still, I must give many auditions for the churches and clubs that sponsor my recitals or hire me for their fund-raising campaigns. And I spend Saturdays, all day, at my typewriter, writing letters to prospective sponsors. My mother is manager, guide, reader—in other words, she does the looking and listening.

It took a little girl to establish in my mind the true value of my work as an entertainer. As in most businesses, there are moments of anxiety, and I often wondered: "Did the audience really enjoy the performance itself, or were they merely curious about the deaf-blind factor?" Children are honest, and this little girl helped to answer that question. After one of my shows, she said to my mother, "At first, I didn't want to come to this recital. I was afraid it would make me feel sad. But now I'm glad I came. It was lots of fun."

If I can make my programs "lots of fun" for both children and adults, then perhaps I have helped to brighten the attitude of the public toward the handicapped. Every time I am accepted by an audience, I pray that I have opened a door for the acceptance of other deaf-blind people, in their homes, their social lives or in their chosen careers.

HOW TO HAVE FUN IN WORKING WITH DEAF-BLIND PEOPLE

Louis J. Bettica, Director, Services for the Deaf-Blind
Industrial Home for the Blind, Brooklyn, New York

All too often I, as well as other workers in work with the deaf-blind, have heard people say that they could never work with deaf-blind persons because they would find it too difficult, morbid or depressing.

This is rather startling to us, because we just cannot seem to conceive this work is being anything but most rewarding and enjoyable.

Most of the deaf-blind men and women within the IHB service area have been deaf since birth and, to many workers not experienced in work with the deaf-blind, this seems to be the most difficult group to work with, and yet we have not found this to be generally true.

When such a deaf-blind person is approached by a worker whose attitude is one of acceptance with warmth, understanding and humor, we find that his response is not only gratifying but most important of all this usually is a good experience for him. After the individual's potential and readiness is properly evaluated and the deaf-blind person is helped into social and recreational situations we have often found that he not only responds with a great deal of enthusiasm and humor, but almost always shows concern as to whether or not the worker is also having a good time.

One need only to play cards, scrabble or go fishing, picnicking, or go to an amusement park or any of the other activities with deaf-blind people to find out how eager they are and how easy it is for them to have fun, which in turn becomes contagious among all the people with them. As they become more relaxed and more secure in a social or recreational environment, they will most likely move out on their own and take part in some of the conventional activities, start new ones or have some good-natured kidding among themselves.

We at the IHB have a wonderful group of volunteers who enjoy their contacts with the deaf-blind, and in discussing this paper with them they had the following simple suggestions to make:

"Come prepared to accept them and forget the words 'deaf-blind.' Just think of them as Harry, Joe, Sam, Gertrude or Dora."

If you are working with deaf-blind people and are not enjoying it, then the question in your mind should be "Would I enjoy what I am now doing with deaf-blind men and women with others who can see or hear?" "Would my personal friends and I have fun doing this?"

If the answer is "yes", then you should be having fun and, if you are not, a few minor changes in your approach should do the trick. Possibly even a change in your own attitude toward deaf-blindness is indicated.

If the answer is "no", then you have explanation enough in knowing why you or the deaf-blind person cannot have fun, and a new activity is certainly indicated.

Having heard Chapman, Murphey and Miss Lawhorn, I know that you believe with me that it would be enjoyable to know them better, and who can ever forget the spontaneous humor of the program presented in Chicago in 1957 by Sculthorpe, Van der Mey, Smithdas, and Kinney.

Once it was only Helen Keller; the list is now growing. Who knows how many more there are, who knows how many more there would be if they had been helped during their time of need.

This then is the challenge—to seek out, to meet, to understand and to release from isolation, those who have been placed there by an uninformed, although well-meaning, society and to give them the opportunity to enjoy to the extent of their abilities the success and happiness that this great country can give them. Believe me when I say an opportunity is all they look for and which all too often they have sought in vain. Let us fulfill our responsibilities, let us give them this opportunity.

REVIEW OF RECENT PUBLICATIONS

George E. Keane, Assistant Executive Director

Industrial Home for the Blind, Brooklyn, New York

Ideas Old and New in Published Form

As all of you know, there has been great impetus to work with the deaf-blind over the past decade. This session, the 1959 AAWB Convention, is the fourth in a series which began at the Los Angeles Convention in which deaf-blindness has been given a place of some significance on the program. In the third session, an evening had been given over to reviewing developments and to provoking new thoughts and new action in behalf of deaf-blind persons. Because we believe sincerely that the personal exchange of ideas between professional workers is one of the most effective ways of introducing or expanding services for a special group, we sincerely hope that time will be alloted from year to year for additional program notes on deaf-blindness.

We felt that it might be valuable to all of you if we reviewed here some of the ideas that have been put between covers for easy reference:

While it is not entirely appropriate to refer to the two new plastic slates which you have all seen here tonight as publications, we do feel that they are an important supplement since they present, in permanent form, one method of communication which you can all use wherever you are in the United States. The block print alphabet is the method selected by the Committee on Services for the Deaf-Blind of the World Council for the Welfare of the Blind to be recommended to the World Council Assembly in Rome this summer for use internationally.

You have all been given copies of the revised edition of our chairman's booklet, METHODS OF COMMUNICATION WITH DEAF-BLIND PEOPLE, which is a handy tool for all of you who may be confronted with the necessity of teaching or assisting deaf-blind persons in your home communities.

Because this has been a long evening, I shall confine my comments to a series of publications completed this year in which the Industrial Home for the Blind actively participated, and shall thereafter simply list for future reference a series of papers and booklets that you might find useful.

As we reported in 1956, '57, and '58, the OVR-IHB project on services for the deaf-blind was completed and the first volume of the series REHABILITATION OF DEAF-BLIND PERSONS was finished and distributed before our Convention in July of last year. This volume, A MANUAL FOR PROFESSIONAL WORKERS AND SUMMARY REPORT OF A PILOT STUDY, was the first of seven volumes which have since been completed and are now available, upon request, for study and for reference purposes. Volume I was a compilation of the findings of the entire OVR-IHB project staff, contributed to by a number of consultants in addition.

Volume II, COMMUNICATION — A KEY TO SERVICE FOR DEAF-BLIND MEN AND WOMEN, was also a joint writing effort by Mr. Louis J. Bettica and myself, with a substantial assist from Miss Annette B. Dinsmore, and was planned to suggest as many different methods of communication and tangent thoughts about the problems of communication as were available to us as we completed the study.

Volume III, REPORT OF MEDICAL STUDIES ON DEAF-BLIND PERSONS, is the work of the medical staff on the project, Dr. Edmund Prince Fowler, Sr., Dr. Regina V. Gilroy, and Dr. Louis Kolbrenner, who were joined by a vision rehabilitation specialist, Mr. Gerard J. De Angelis, our audiologist, Dr. Moe Bergman, and the social caseworker, Mr. Alfred J. Cross, in presenting some of the problems and some of the satisfactions in making our medical and rehabilitation programs easier for deaf-blind persons to benefit from.

Volume IV, A REPORT OF PSYCHOLOGICAL STUDIES WITH DEAF-BLIND PERSONS, prepared by the project psychologist, Dr. Jacob Rothschild, sets forth the various methods possible in applying the psychologist's skills to the problems of deaf-blindness, including some thoughts about psychological testing.

Volume V, STUDIES IN THE VOCATIONAL ADJUSTMENT OF DEAF-BLIND ADULTS, prepared by Dr. Herbert Rusalem, staff VRS specialist, and joined by project caseworker, Mrs. Marjorie Morris, is one of the most comprehensive vocational rehabilitation reviews of a program within an agency setting ever published in our field. While the review is concerned with deaf-blind persons exclusively, the setting and the procedures are those for any well-planned and well-organized vocational program for the blind, or for the handicapped.

Volume VI, RECREATION SERVICES FOR DEAF-BLIND PERSONS, prepared by Prof. Irving Miller, joined by his associate, Mr. Sherman Barr, and given an assist here and there by Miss Donna E. Verstrate of the project staff and by staff members of the Vacation Camp for the Blind which Prof. Miller heads, is a review of group activities in which deaf-blind persons participated, both in the planning and organization, as well as in the enjoyment of them. Some of the problems and some of the techniques used here may be of value to any of you who have extensive recreation programs.

Volume VII, SURVEY OF SELECTED CHARACTERISTICS OF DEAF-BLIND ADULTS IN NEW YORK STATE, FALL 1957, prepared by Dr. Joseph J. Parnicky of the OVR project staff and by Mr. Richard E. Onken who, through the courtesy of the American Foundation for the Blind, joined the project staff in this effort, is essentially a study of the characteristics of the known deaf-blind population of New York State. This study would not have been possible, either, without the cooperation of all of the agencies for the blind in the State and, in particular, without the full cooperation of Miss M. Anne McGuire of the New York State Commission for the Blind and Miss Annette B. Dinsmore of the Department for the Deaf-Blind of the American Foundation. It is a revealing review of the state in which deaf-blind persons are likely to be found, the difficulties as well as the satisfactions in presenting service, and especially the tremendous impact that even a limited service has on the changes in characteristics of the population. This volume, as well as the organization and planning of all seven of the volumes mentioned here, was made more significant by the outstanding work of the Project Coordinator with whom I had the pleasure of working throughout the two-year project, Dr. Alexander F. Handel of the American Foundation for the Blind—on this volume particularly because the unusual research opportunities that the study offered were of special interest to Dr. Handel. We are, indeed, deeply gratified to know that the American Foundation will be going forward with a more extensive study of its own over the next several years on a nation-wide basis.

It would be impossible in this brief paper to identify all of those who have participated in this study, but the resulting published works, we think, will add immeasurably to the field of work for the blind and for the deaf-blind.

Finally, an eighth volume has been published, not as a part of this series but as a result of a parallel study under the direction of Dr. Peter J. Salmon of the IHB who, as Chairman of the Committee on Services for the Deaf-Blind of the World Council for the Welfare of the Blind, was charged with two assignments by the World Council Assembly of 1954 in Paris. The first of these assignments was to establish an international standard manual alphabet for the deaf-blind and, the second, a basic minimal program of services for the deaf-blind, which were to be recommended to the next World Assembly to be held this summer in Rome, Italy. The original committee was formed and included Mr. Richard Kinney of the Hadley School for the Blind, Winnetka, Illinois; Mr. Arthur R. Sculthorpe of the National Deaf-Blind Helpers' League, Petersborough, England; and Dr. Gerrit van der Mey of the Netherlands Telephone and Telegraph Services Laboratories, Holland. After a conference in 1957, at which the international standard manual alphabet for the deaf-blind was proposed, the Committee was expanded to include persons from all parts of the world to go forward

with the second assignment. This little volume, REPORT, COMMITTEE ON SERVICES FOR THE DEAF-BLIND TO THE WORLD COUNCIL FOR THE WELFARE OF THE BLIND, ROME, ITALY — JULY 1959, is a compilation of the findings of this Committee and, as might be expected, draws heavily on the experiences of the project staff that completed the seven volumes described above. Because it is planned, however, for use even in those areas where there are no special services available, simplicity and clarity of thought and of service, and of the application of both, had to be maintained. It does not attempt in any way to provide professional direction but, instead, maintains throughout the simplest possible approach to the problem, assuming that volunteers may be the key to implementing this service in many parts of the world.

You are all invited to browse through these volumes at your leisure. They are available on loan, either through the Library of the Industrial Home for the Blind, or the Library of the American Foundation for the Blind which has been kind enough to maintain them for reference purposes. The following list of publications, papers, and pamphlets may also be valuable to the student who works with the deaf-blind and to those who may be offering services to deaf-blind men and women:

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PAPERS PRESENTED AT WEDNESDAY MORNING GENERAL SESSION

SERVICES TO THE BLIND — 1939, 1959, 1979

SERVICES AVAILABLE TO THE BLIND IN CANADA

Dorothy Markham, Home Teacher
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Representing the Canadian Association of Home Teachers

In this Twentieth Century, we often hear the expression, "this changing world". Change and the Twentieth Century seem to be synonymous, but there was change, too, in the Nineteenth Century. In fact, there has been change since the world began, for change is necessary for growth and development. As one difficulty is surmounted, another presents itself, and so we are constantly striving to improve—to grow. Not only does this apply to the development of individuals, but also to the field of rehabilitation of the sightless. During the past twenty years, many changes have occurred in the services available to the visually handicapped in Canada. Through the years, many dreams for the improvement of service to the sightless have come true, and the Canadian National Institute for the Blind has many hopes and plans for the future.

When we consider the philosophy that is the backbone of Institute policy, the pledge expressed in our Charter to give advice, counsel and assistance of every kind to the blind and to those charged with or concerned with their education, training, or well-being, it is easy to understand the amazing development of services to the sightless in Canada during the past twenty years. Nor is it difficult for us to realize that changes in the future are inevitable.

In reviewing the past, it is interesting to note the changes that have taken place in the field of Home Teaching. Twenty years ago, a teacher was a "jack-of-all-trades". She conducted recreation programs where the need arose. She counselled parents of preschool blind children and often took part in social casework, in addition to teaching Braille, Moon type and crafts. In the early 'forties, AAWB certification raised home teaching standards and brought about improved courses and teaching methods for home teachers in both Canada and the United States. As a result, teachers received a better understanding of the problems of blindness and attained greater teaching qualifications. Today, the home teacher has a better fundamental knowledge of her own function, passes her skills more effectively to her pupils, and knows how to put them in touch with other sources of vital service. Today, the teacher's role is more specialized. The coming of social caseworkers and recreation directors has relieved her of these responsibilities, leaving her free to devote her energies to the problem of adjustment to blindness, touch reading and writing, typewriting, handicrafts and navigation.

The most welcome group of social workers who took over a portion of the home teacher's duties were the preschool counsellors. These highly-trained specialists placed at the disposal of the parents of blind preschool children new skills and information. They not only explained to the parents constructive methods for passing on to the children num-

erous ideas that usually come through sight, but explained constructive attitudes in accepting the handicap. Under their guidance over the past ten years, blind children have attended nurseries and kindergartens for the sighted and have advanced rapidly in early development. The parents of visually handicapped children have formed groups to discuss their mutual problems, and this also has helped to promote a better understanding of the blind child. Some of the parents are learning Braille so that they can correspond with their children when they are away from home.

For the past three summers, a day camp program has been conducted at Baker Wood in Toronto. The camp has been attended by 25 boys and girls ranging in age from eight to eighteen. Programs have been arranged to include crafts, outdoor games, picnics and field trips to farms, theaters and museums. The group was formed to provide constructive activity during the months of July and August for children from sight-saving classes in the Toronto area and from the Ontario School for the Blind. The Recreation Department of the City of Vancouver is now planning its summer programs so that visually handicapped children can play happily with the sighted.

Twenty years ago there was little scope in the sphere of recreation for blind Canadians; there was no leadership in the recreational field and few clubs for the sightless. It was not until the Canadian Council of the Blind was formed about 1945 that recreation clubs began to grow. Under CCB guidance, and financed by the Canadian National Institute for the Blind, the club movement caught on from coast to coast, and today there are 70 recreational clubs across Canada with a year-round program from winter bowling leagues to summer camps. In addition to this active recreation schedule, the growth of CCB clubs has meant improved rehabilitation since blind persons have an opportunity to meet their fellows in an informal way. They make friends, exchange confidences and pass on to one another the special skills each has developed to defeat blindness. The club executive, composed almost entirely of blind members, gives leadership and encourages the other members.

For the blind who prefer less active forms of recreation, the CNIB National Library offers a wonderful service. I am sure that most of you are aware that just twenty-five years ago last April the Talking Book was born. Perhaps some of you remember those early records. How different they were from the high fidelity quality of the records today! Over the years, the variety of reading has expanded and the quantity of records is consantly increasing. At the present time, the Canadian National Institute for the Blind Library offers a choice of 87,000 records to blind readers in every province of Canada and the Northwest Territories. It is interesting to note that readers are using books at the rate of two tons of mail a day.

Braille books, too, are always in demand, but, because the study of Braille presents a problem to many sightless people, most readers turn to the Talking Book. Canada is a bilingual country, and recently a new service has been added—a French library department with books supplied from France.

As you know, Canada's industrial growth over the past twenty years has been phenomenal. With the expansion of industry during World War II, more opportunities for blind workers were created and, after the war, visually handicapped people were retained in industry. Twenty-five years ago this year the cafeteria department was formed and today offers employment to more than 500 blind persons across the nation. In place of the dingy alcove in some dimly-lit corner, CNIB cafeterias and stands today are built along modern lines in brightly-windowed settings. They are planned when drawings for the new factory or government building are still on the drafting boards. In place of the outmoded utensils of the '30's, CNIB cafeterias are equipped with automatic coffeemakers, infrared steamtables, self-service cream dispensers, and other modern devices for quick service.

While industrial employment and cafeteria management were expanding, professional fields were also opening the door to qualified blind persons. They came from the ranks of blind students who, since World War II, have been attending university in increasing numbers. For the most part, they have found their way into graduate courses in social work and are employed as counsellors and case-

workers in regular social work agencies outside CNIB. For Canadian men and women with the necessary qualifications, courses are provided for the offices of Field Secretary, Placement Officer, Public Relations Officer and Home Teacher. These courses consist of subjects at university level, and provide training under competent supervision. Graduates are employed by CNIB. A comprehensive course is provided for dictaphone typists, which has been planned so that students may satisfactorily meet the requirements of the examination set by the Dictaphone Corporation of New York. Our graduates are in great demand by hospitals, business firms and social agencies to fill responsible positions. Training is also provided for switchboard operators on our switchboard at Baker Wood.

You will realize the need for an ever-increasing staff when I tell you that, over the past twenty years, the Canadian National Institute for the Blind has become an organization truly national in character with 46 offices from Vancouver Island to Newfoundland. An important part of this growth stems from the construction of 17 modern service centers, beginning in 1948. Located in Canada's major cities, they make up a part of the 46 offices I have just mentioned. Built in terms of Twentieth Century architecture, these centers provide a residence, training quarters for the newly blind, workshops for those unable to take a full-time job, and recreation facilities. The centers vary in size according to the blind population of the district served. Baker Wood in Toronto, the center with which I am best acquainted, is a well-planned, beautifuly appointed building. Its Fragrant Garden, which is enclosed in a central court, brings joy to the residents, staff and visitors. From early spring to late fall, the fragrance of hyacinths, roses, thyme and lavendar delight the senses.

Residence accommodation is mostly single-room space finished in pastel shades, with matching drapes and furnishings. The smallest residence houses about 25 people and the largest, 125. The training quarters are classrooms where newly blinded pupils may take lessons. In most residences, a few bedrooms are set aside to permit the newly blind to stay on the premises for this intensive training. At the end of the rehabilitation course, they return home or move into specialized job-training, graduate to employment, and move out of the residence.

In our occupational shops, sub-contract work of an assembly nature is offered to elderly blind people and to those suffering a double handicap which prevents their entering industry. The occupational shop permits this group to work a few hours a day and so supplement Government allowance or other fixed income. The shop has proven to be a great morale builder, since it provides a sense of usefulness to those who, without occupation, would have little or nothing to do.

About eighteen months ago a Hobby Shop was opened at Baker Wood in Toronto to provide instruction in woodworking, metal craft, pottery, electrical wiring and elementary plumbing. While its original purpose was to provide recreational hobbies, it is now also used to determine the manual dexterity of individuals seeking employment and this, in conjunction with mechanical aptitude tests, helps to ascertain the type of work that would be suitable. For those interested in industrial placement, power machinery is available for pre-industrial training.

I have already mentioned the recreation program of the CNIB, but I should like to add here that the recreation wings of our general service centers provide a large auditorium and small meeting rooms where blind persons may gather in large groups or small informal parties for the entertainment of the moment, whatever it may be.

The CNIB service center may truly be called the hub of activities for the blind of Canada. Because the center draws blind Canadians together and welcomes their sighted escorts, sightless people are meeting their fellows more than ever before. They are also meeting the sighted on an equal footing.

I would be remiss, indeed, if in my resume of the services provided by the Canadian National Institute for the Blind, I did not tell you of the very important service that is provided by our Eye Service Department. In addition to supplying information on the care and conservation of sight, this department arranges for remedial treatment to prevent further loss of sight and to restore vision where possible. For the past two years, three special clinics have been in operation across

Canada to examine and prescribe low vision aids for selected cases. Special lenses prescribed have helped about two-thirds of those attending these clinics. Three years ago, an eye bank was started under the joint auspices of the Department of Ophthalmology of the University of Toronto and the CNIB to provide corneal tissue and vitreous, which are used in corneal transplants and other eye operations. Today there are six eye banks across Canada.

So far, we have been considering the past and the present, now let us turn our attention to the future. Many people are beset with fears when they think of what lies ahead. Some fear total annihilation of the world as a result of an atomic war; some fear a further spread of Communism, and some fear unemployment because of increased automation in industry. These fears, and many others, can be very disturbing, and it is comforting to recall a very important statement made by Dr. Karl Menninger, the noted psychiatrist, who stated that, "attitudes are more important than facts." Any situation, however difficult, is not as important as our attitude toward it. In forecasting the future, CNIB management holds to an optimistic point of view.

It is expected that there will be a decrease of visually handicapped people in Canada on a per capita basis. This attitude is based on the ever-increasing emphasis that is being placed on research in the field of ophthalmology, as related to the improved control or elimination of certain organic and systemic conditions which have caused blindness in the past. A greater number of highly qualified ophthalmologists are being trained and are serving in general diagnosis, as well as in treatment in surgical fields. Great stress is being placed today on educating the general public to the need for the conservation and preservation of sight. This is being done through the media of press, radio and television.

It is felt that automation in industry will not affect employment adversely. We believe that for every opportunity that may be closed out by automatic equipment, one or more opportunities for employment for the blind will be found or developed. In the agricultural field, it is hoped that specialized help will make it possible for visually handicapped people to carry on in their home districts. For those who cannot work full time for various reasons, we expect an increase in the amount of sub-contract work done in supervised space provided by us.

Future planning for residential care will provide comfortable accommodation for approximately 25 per cent of those in the age group of 65 and over. On the basis of present registry, this would require accommodation across the whole of Canada for some 2,200 people.

Before too long, some interesting additions are expected to our Library service. Our Chief Librarian has told me that a popular Canadian magazine will be recorded on Talking Book as soon as the medium for the future has been decided upon.

Books by Canadian authors will also be recorded. This will be done by direct cutting, rather than by pressed discs.

It is proposed to greatly expand the bilingual aspect of our Library service by making available a greater number of French Braille books and by introducing a French Talking Book service.

Canadian volunteers are Brailling Canadian books, and it is hoped that stories in Braille by Canadian authors will be available soon. School textbooks for visually handicapped children in residential schools are also being Brailled.

Working in cooperation with our Chief Librarian, the Department of Reform Institutions in Ontario has agreed to stereotype aluminum plates on a Crab writer. This will make it possible to produce a short-run publication consisting of approximately 60 copies. It is expected that the Department of Reform Institutions will be able to produce a book a month, and this plan should be under way by July or August.

Improved service to the blind is expected in the future because of increased field staff, with resultant smaller caseloads.

An ever-increasing emphasis is being placed on the importance of education in the field of the sightless. Improved techniques are being used in the training of children in the preschool age group so that the child will develop normally and be ready to attend residential schools for the blind or other schools in Canada. For those who have the ability,

this naturally leads to technical, vocational or university training, to ensure the fullest expression of native aptitudes and talents.

For those in adult life, the trend is to increasing emphasis on a more accurate assessment of abilities in order that the individual may be directed into the most appropriate line of activity where he may find success and satisfaction in keeping with his natural abilities and aspirations.

In general, we anticipate ever-increasing recognition and utilization of the abilities of the blind, not only in the presently accepted vocations and avocations, but in ever-widening horizons of employment, recreation and general living.

We are hoping, through the prevention of blindness, and the restoration of useful vision through new developments in treatment and through improvement of low vision aids, that the decreasing incidence of blindness in relation to the general population will permit intensification of our services on behalf of those who have little or no useful vision.

We, in Canada, therefore, are turning our faces to the future with faith and calm assurance that services to the sightless will continue to improve in the years that lie ahead.

WHAT HOPE FOR THE BLIND IN TOMORROW'S ECONOMIC PLANNING

Irving M. Selis, Executive Director
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Among the numerous problems which have remained the most difficult and baffling in the area of work for the blind is that of creating or finding opportunities for their adjustment and ready acceptance into the economic structure of society. Hence, about two months ago, when I was asked to prepare a paper for this convention dealing with the "Economic Picture 1959 in Relation to Services and Resources," I was reluctant to undertake at such short notice this formidable task. But the sober realization of the importance of this subject impelled me to make a beginning, with the hope that from this spadework there would develop a concerted and realistic effort by all of us in the American Association of Workers for the Blind to reevaluate the rehabilitation and employment programs for tomorrow's economic planning for the blind.

Since the training, rehabilitation and employment of blind people flow from the mainstream of the Vocational Rehabilitation Service program, it is only natural to have centered our interest in this area. No one can question the tremendous impact which this program has brought into the lives of blind people for their rehabilitation and employment opportunities. However, after fifteen years of operation, it has been the feeling of professional and lay workers alike that, in the light of certain glaring deficiencies that have developed, the program calls for review and analysis; thus, the need for this survey.

In order to gather the data pertinent to this paper, which I feel can only be considered an outline for a broader study of this subject, I sought the aid of all directors of State Vocational Rehabilitation Service programs for the blind. Realizing that time was limited, and mindful that their duties might not permit them to reply to a more lengthy and searching questionnaire, I confined it to 11 questions which I thought would be specific in nature and simple to answer. In addition to the 50 states, questionnaires were sent to the District of Columbia, the Virgin Islands and Puerto Rico. Although the Virgin Islands and Alaska responded, they are being omitted from this study because their programs have only recently been instituted. Of the remaining 50 states, the District of Columbia and Puerto Rico, 39 states and the District of Columbia, or 80 per cent, responded.

While it was felt that the completion of the questionnaire would merely involve established agency experience and consultation of records, some of the responses proved most

unexpected and revealing. For example, in response to Question 7, "Total caseload during last fiscal year," such replies were given as "Unknown," "I do not have this information available," and "This information was not provided by our counselors."

Question 1, "Name of Agency Director," was asked for the purpose of reference in the event that follow-up correspondence would be necessary. Evidently this question proved somewhat difficult in three instances as the name of the agency itself was given rather than that of the director.

Answers to Questions 2 through 8 have been analyzed and tabulated statistically in the chart on pages 56-57. The purpose of these questions was to ascertain the total caseload in the last fiscal year, the number of counselors and number of placement officers, and their classification as to "blind," "with useful vision," and "sighted"; and classification of agency director as to "blind," "with useful vision," or "sighted."

The chart is composed of seven columns, divided into five groupings. The columns are headed as follows: "State" (indicated by number, starting with state having highest prevalency of blindness*); "Caseload in relation to estimated prevalence of blindness"; "Placement in relation to caseload"; "Average caseload per counselor"; "Average placement per placement officer or counselor"; "Counselors and placement officers"—"Blind," "With Useful Vision," "Sighted"; and "Director"—"Blind," "Useful Vision," "Sighted." Group A includes states having a prevalency of blindness of 20,000 and over; Group B—10,000 to 20,000; Group C—5,000 to 10,000; Group D—2,000 to 5,000; and Group E—under 2,000.

A careful scrutiny of the chart brings to light a number of interesting factors. However, time will permit a discussion of only three of them.

In comparing State B-4 with State A-1, certain important differences are to be noted. State B-4 has a prevalency of blindness of 11,000, a caseload of 1500 and 270 placements, as against State A-1 with a prevalency of 28,000, a caseload of 900 and 209 placements. These figures raise several questions. When we realize that State A-1 is a wealthy state, most highly industrialized and diversified, and exceeds the prevalency of State B-4, which is semi-agricultural in character, by almost two-and-one-half times, the question arises as to whether State A-1 is understaffed in its Vocational Rehabilitation Service program or whether State B-4 is doing a much more effective job.

Furthermore, State A-1 has 11 counselors, all of them sighted, while State B-4 has 8 counselors, 5 blind, 1 with useful vision and 2 sighted. Is it possible that State A-1, in order to maintain a record equal to that of State B-4 both in caseload and placement, should increase its staff proportionately and include blind counselors and placement officers? Does it not seem altogether fitting in a program designed to find employment for blind people and to demonstrate to the public the capabilities of the blind themselves, that Vocational Rehabilitation Service agencies should be the first to set the example? These two states were selected for comparison to point up the inescapable observation that blind people can be employed as counselors and placement officers and can perform their jobs with creditable results.

Comparing State A-2 with State A-3, where the prevalence of blindness is approximately the same and where both agencies employ blind counselors predominantly, namely, 10 out of 18 for the former and 14 out of 16 for the latter, it is to be noted that for the fiscal year State A-2 showed 264 placements out of a caseload of 455 (58%) as against 197 placements out of a caseload of 1066 (18.4%) for State A-3. There is a most striking difference in placement of 40% between these two states. One cannot help but wonder about the marked difference in the record of achievement for State A-2 when State A-3 has in excess of two million population, is much more highly industrialized and its history and experience in work for the blind are much older and more extensive.

To further illustrate, the need for a more comprehensive study of the over-all Vocational Rehabilitation Service program is again borne out by the comparison between State C-10 and State C-4. The difference in the prevalence of blindness between these two

*American Foundation for the Blind—"Estimated Prevalence of Blindness as of June 30, 1958."

states, located in the same geographical area, is approximately 2,000 more for State C-4. Comparative figures for these two states show that the staff of C-10, consisting of 1 blind and 10 sighted counselors, carried a caseload of 882 and placed 169, while State C-4 with 2 blind, 2 with useful vision and 34 sighted counselors, carried a caseload of 600 and placed 63.

The comparison between these two programs is of especial interest since State C-4 is a multiple agency in which service to the blind is integrated with all other physically handicapped groups, and State C-10 is a single agency serving the blind only. Here again we are confronted with the long debated issue as to whether the needs and interests of the blind are not sidetracked and lost when grouped with other physically handicapped, rather than being served as a single unit. This observation seems to be similarly true in other states maintaining a multiple-agency program.

With regard to Question 9, "Number of legally blind in the state now employed ***" in five major categories, "blind" and "with useful vision," it is gratifying to note that 17 states do maintain such records in one form or another. It would seem desirable that all states maintain such records so that, periodically, employment figures could be gathered as a yardstick to measure the progress for total employment of the blind, as well as for various types of employment. Such a complete record would serve as a helpful guide toward determining what types of employment over a period of time would prove most suitable for the blind and the visually handicappeded to enter, from the viewpoint of equal competition, permanency, and compensation. The replies to this question were not tabulated because they did not furnish a broad enough base from which any definite conclusion could be derived. However, it should be mentioned that, in the interest of fair and just legislation to the totally blind, and to clear up the existing confusion in the mind of the public as to the wide variation in degree between the totally blind and those with visual acuity of 20/200, serious thought should be directed to this area of our work.

A further examination reveals that a considerable number of housewives and homemakers were included in the figures given as placements. Since the term "placement" is interpreted as remunerative employment, and while no one will deny that the "little woman's work is never done," is the housewife or homemaker to be considered a placement? One state included 43 such placements in its total figure. Is it possible that in some states the program has reached the bottom of the barrel? Though no one can dispute the value of giving training and rehabilitation to housewives and homemakers towards social adjustment and independent living, it is difficult to reconcile these accomplishments in the light of employment.

Another unusual matter that comes to our attention concerns the "Number of blind persons rehabilitated, by job or occupation at closure, fiscal year ended June 30, 1957," found in REHABILITATION SERVICE SERIES NUMBER 450, Supplement 7, issued by the Department of Health, Education, and Welfare. Included in this list are to be found such jobs and occupations as "Accountants and auditors," "Trained nurses," "Draftsmen," "Bookkeepers and cashiers, except bank," "Waiters and waitresses, except private family," "Sheriffs and bailiffs," "Brick and stone masons and tile setters," "Firemen, other than process firemen," and "Chauffeurs and drivers of motor vehicles." While this report informs us that these people were blind when accepted for service, it would appear that their sight was restored in order for them to hold down such positions.

It is most commendable for the Vocational Rehabilitation Service to render eye restoration service, but would it not be in the interest of accurate recording to list such achievements under the category of "sight restoration," rather than employment under blindness? In the first place, their employment is not obtained as blind people, but as people who can see. Secondly, it is not fair to the blind to constantly have to combat the false impression that prevails in the mind of the public that they are "geniuses" and perform unbelievable feats. If the doors of opportunity for the blind in tomorrow's economic planning are to be swung wide open, one of the necessary steps to be taken is to gear our publicity so as to avoid exaggeration on the one hand, and false sentiment on the other.

The following is quoted from an article that appeared in the press within the past month:

"One of the first basic things that (name of agency) teaches is posture and stance, to avoid accidents. When 'Mary' lights a gas oven, she does not lean over, as do most housewives. Should she lose her balance, there might be an accident. Instead, she gets down on her knees. Housewives with normal sight might learn from 'Mary' a number of safety techniques for the tasks of homemaking."

In order for a blind person to be trained and rehabilitated to assume a normal place in society, is it necessary to depict a blind person doing the "abnormal" thing to prove that he is normal?

On the one hand, the Vocational Rehabilitation Service disseminates publicity to the effect that a blind person has been prepared to go out and do a day's work and take his rightful place in society as a normal human being. On the other hand, the private agency for the blind is unashamed to resort to any type of publicity which will play upon the sympathy of the public for the purposes of raising funds. (A treatment of this subject has been covered in a paper entitled "Publicity About the Blind — Sense and Nonsense" by Barney Mamet, Secretary of The Associated Blind. This paper is available upon request.)

With reference to Question 10, "Describe the training facilities used in your program, such as private agencies for the blind, other community facilities, etc.," most of the replies indicate the use of private agencies, schools, colleges, trade schools, etc. However, there is a strong emphasis on the need for more practical training facilities and on-the-job training.

With regard to Question 11, "In your opinion, what type of program should be instituted for improving employment opportunities for the blind on local, state and national levels?" 11 states did not answer. One state indicated its satisfaction with the program as it now exists. Of the remainder, it was the consensus of opinion that much more emphasis and planning should be devoted to public education, with particular stress upon obtaining the cooperation of private industry and greater Governmental participation through programs of appropriate legislation and implementation. Some felt that the President's Committee on Employment of the Physically Handicapped should also be extended to state and local levels, with governors' and mayors' committees.

The following are a few excerpts from the replies of several state directors in answer to this question:

1. "Extensive adjustment training, such as: travel-training, manual dexterity, etc."

2. "More emphasis on training, better supervised training, and much more sincere effort on the part of the agency for placement.

3. "Staff workers who will get out and do the job; all talk and no pay makes clients dubious of service programs. Staff must be trained, and function after training."

4. "A good employment program for the blind cannot be developed unless the workers in agencies doing work for the blind really believe what they say when they talk about the fact that the blind are employable. The most important single qualification of a worker in a program for the blind should be his belief that the average blind person can do the average job in the average office or factory, if he gets training and opportunity. If the workers really believe this (emotionally as well as intellectually), if they are not simply giving lip-service to the idea, the rest will tend to follow naturally."

5. ". . . . An expansion of public interpretation activities at all levels would be productive of more work opportunities for blind persons. It would also assist in the effort to let all blind persons know about the service programs available."

6. "A long-term educational program alerting employers to the skills trained blind workers can develop. This program should be extensive in scope, and extensive in nature, and carried out by skilled public information specialists."

7. "More expert field consultants in the Federal Office of Vocational Rehabilitation who could visit the states. Have some organization (possibly the NRA office) serve as a clearinghouse for all questionnaires."

8. "a. An effort on the national level aimed at opening up large industries to the blind whose policies are now opposed to the hiring of the blind.

"b. A study of the effects of automation on the hiring of the blind and methods of obviating these effects."

In reviewing, analyzing and evaluating the program of training and employment for our blind in tomorrow's economic planning, we must pursue a realistic course. Within the realm of public education, we must enlist the cooperation of those employers now hiring blind people to constitute themselves into committees, with a view to spreading the word to other employers within their industries as to the capabilities and satisfactory work records of the blind people they themselves employ.

As another effective weapon in this crusade, a progress report of the Vocational Rehabilitation service program should be mailed periodically to prospective employers, noting the areas of employment which the blind have filled with creditable success. This procedure could also serve as the door-opener for placement officers.

Legislation should be enacted in which employers receiving Government contracts would be required to hire blind people, after it has been established that certain operations can be performed by them.

As an incentive to employers to hire blind people, a provision for a tax reduction plan should be considered as another practical measure.

As an extension of the principle of the vending stand program, preferential status should be considered in the field of piano tuning and civil service opportunities, where it can be demonstrated that blind people can qualify.

If the hopes of blind people are to be crystallized through our planning for tomorrow, such measures and recommendations as are herein suggested must receive our serious and immediate consideration. Less procrastination and determination will spell the difference between failure and success of what was meant to be a most effective and worthwhile program.

Study and Analysis of Vocational Rehabilitation Service Program for the Blind

STATE	Caseload in relation to estimated prevalence of blindness	Placement in relation to caseload	Average caseload per counselor	Average placement per placement officer or counselor	Counselors and placement officers*			Director
	%	%			B	UV	S	
			GROUP A — Prevalence 20,000 and over					
1	3.4	22.4	84	19			11	S
2	2.1	58.0	25	33	3	7	8	B
3	5.1	18.4	67	12	7	7	2	UV
			GROUP B — Prevalence 10,000 - 20,000					
1	(m.a.) 3.8	no record	46	no record	2	3	10	S
2	2.1	23.3	40	11	8		1	S
3	"unknown"		"not tabulated"		10	7	3	S
4	13.4	17.8	189	90	5	1	2	S

GROUP C — Prevalence 5,000 - 10,000

1		7.7	9.5	46	25	12		8	S
2		4.9	17.6	97	17	2	1	2	B
3		"I do not have this information available."			34	6	4	8	S
4	(m.a.)	7.2	10.5	16	9	2	2	34	S
5		5.2	23.4	48	13	2		7	S
6		2.5	30.4	35	11	5	1		S
7		3.0	13.7	50	7	5			B
8		"This information was not provided by our counselors."			19	1		8	S
9		2.1	"unable to breakdown"	40	"unable to breakdown"	1	1	2	S
10		13.6	19.1	80	15	1		10	B
11	(m.a.)	4.3	20.3	8	2	2		31	S
12		7.6	17.6	66	9	4	3	3	B

GROUP D — Prevalence 2,000 - 5,000

1		4.2	13.0	40	5	2	1	2	B
2	(m.a.)	7.5	20.0	15	2			38	B
3		4.1	19.8	37	7	1		4	B
4	(m.a.)	6.8	17.0	22	25	2		45	S
5	(m.a.)	5.6	"our fiscal report does not include this information."	5	"our fiscal report does not include this information."	1		40	S
6		10.4	12.5	65	7	2		5	S
7		7.1	13.4	87	35		1	2	B
8		4.5	22.1	40	9	2	2		S
9		not given	not given	not given	3	1		2	S
10		5.4	25.0	72	18		1	1	B
11		6.1	39.4	29	12	2		3	S
12	(m.a.)	8.6	50.0	100	25	1		1	S

GROUP E — Prevalence under 2,000

1	5.2	3.3	27	35	1		3	S
2	14.1	12.2	91	22	1		1	S
3	7.3	21.6	22	6	2		2	B
4	5.1	27.5	35	10		2		S
5	7.6	11.9	42	5	1		1	B
6	not given	not given	not given	10			1	S
7	5.0	29.5	61	18	1			B
8	not given	not given	not given	9			1½	S
9	9.1	5.0	100	10	½			B

*B—Blind
UV—With Useful Vision
S—Sighted

COMMENT FROM FLOOR ON MR. SELIS' PAPER

George F. Meyer, Executive Director
New Jersey Commission for the Blind, Newark, New Jersey

Mr. Selis has given some interesting statistics concerning Rehabilitation. There are always certain difficulties in assembling such statistics, and some concern as to the use which will be made of them. I confess, as head of an agency for the blind, I have been quite sympathetic in the treatment of questionnaires which have come over my desk. However, it seems most unfortunate when statistics, gathered through the cooperation and courtesy of agencies by one so close to the work, are presented in such a manner as to mislead the public, and so unfairly as to reflect unfavorably upon the very work it is our aim to serve. I feel sure that it would not be the intention of the speaker to condemn in this manner the work of the Rehabilitation Service. Yet, without some explanation, this must inevitably come about from a casual reading of his remarks.

Surely, the speaker must recognize that the rehabilitation of certain women as housewives is a thoroughly worthy one, and is in line, not only with good professional practice, but with the policy of our Rehabilitation Service, as well.

Surely, too, he must be aware of the fact that restoration of vision, where this can be attained, together with the reestablishment of a client in employment, is the highest goal toward which we can strive and hopefully attain. It is unfortunate that, in every such case of rehabilitation, the point cannot always be made clear that vision has been restored or improved and that the erstwhile blind person has been rehabilitated in a position requiring vision.

He must know also that, in agencies where clients may be served through Rehabilitation in the restoration of vision and in placement in employment, that section of the agency's operation which is centered on the prevention of blindness and restoration of vision is reserved for those cases which are not eligible for rehabilitation.

We can agree that there is need for a standardization and clarification of statistics having to do with those cases selected for rehabilitation, and the ratio which the number of these cases bears to the total caseload and the total rehabilitated.

The rehabilitation of blind people into positions enabling them to earn a livelihood must be recognized as one of the most constructive aspects of work for the blind.

It is the judgment of the speaker and, I hope, of all forward-looking workers for the blind, that the gathering of statistics of this kind, and their presentation, should be directed toward a sympathetic and constructive improvement of the service, to the exclusion of misleading or belittling inuendos which unjustly place the work in an unfavorable light.

PLACING TODAY'S PICTURE OF SERVICES TO THE BLIND IN HISTORICAL PERSPECTIVE

McAllister C. Upshaw, Director of Social Services
Cleveland Society for the Blind, Cleveland, Ohio

What is to be done about the blind, this minute minority among us who, whenever encountered, make us so uncomfortable, make us feel so guilty, hostile and afraid?

The Need to Help: Services for the blind have grown from two distinct sources: The blind person's need for help and the sighted person's need to help him. We are seeking

convergence and merger of these parallel needs for the mutual benefit of society and its blind members, but complete realization of this ideal remains an objective for the future.

The Unvoiced Feeling: Through the ages, the interaction of these two needs has crystallized a two-sided attitude, which permeates services provided for and used by blind people. This attitude has grown out of reaction to blindness—the sighted person's reaction and the blind person's as well. To isolate and verbalize this attitude is to oversimplify, but, in searching for basic continuity, the audacious attempt is made.

"What is to be done about the blind?" and, "What are you going to do to help us, to understand our needs and problems?" are the two reactions, verbalized. Taking the sighted reaction first, it is expressed in the baffling question, "What is to be done about the blind?" The dynamic element in the attitude is at a much deeper level of unconsciousness . . . "this minute minority among us who, whenever encountered, make us so uncomfortable, make us feel so guilty, hostile and afraid . . . "

Bootstrap Effort: Recognition that this reaction is one of the most difficult problems of blindness may not be as new as is sometimes believed, but gaining frank and general acceptance of the problem is an important task ahead. The suggestion is now offered that the same reaction has been and continues to be an active element in attempts to cope with the problems of blindness which include this hardest of them all, the problem the reaction itself presents.

It is because the reaction to blindness has been a substantial and continuing part of the problem and, at the same time, has played a controlling role in the search for solution, that it is used here as a point of reference in "placing today's picture of services to the blind in historical perspective."

But first, a little closer look at the nature of this reaction, its meaning and effect:

1. **The Unchanging Reaction:** One of its principal characteristics is the attempt it generates in the individual to escape from it by altering its meaning. It is individually intolerable and socially unacceptable. For example, hostility toward the blind is unthinkable; therefore, hostility often becomes excessive concern, over-protection and pity.

2. Attempting to escape the reaction results also in imbalance of emphasis, with perhaps too much focus on the physical effects of blindness and, certainly, far too little on the reaction to blindness.

3. Stemming from the hostility, the eagerness to buy off the guilt feeling is the misappropriation of responsibiilty for the individual, or the anxious "let me do it for you" reaction. This readily falls in with the regressive tendency of many blind people to displace more and more responsibility. Yet no one can with much accuracy anticipate or interpret the real needs and resources of another. Unless blinded and blocked by such abortive attempt, however, the professional worker can help the individual define and interpret his own needs and resources.

4. **Fear of Difference:** Most basic of all in the reaction to blindness is the element which is such a potent factor at the root of most interpersonal problems—the feeling that, in and of itself, difference is something shameful—a difference of race, or religion; a difference of thinking, feeling, reacting; a difference of values; the difference of blindness. The assumption that the different must be wrong, the fear of the unknown perhaps, date from the time when the stranger was more apt to be hostile than friendly, but how long must the reaction persist as a major disturbance in human relationship, when it has long since ceased to be necessary for self-preservation? Whether our culture produces individuals that vulnerable and afraid is too large a question to consider here.

The Need to Conform: For whatever cause, society places high premium on conformity. Blind people in this society have their natural needs, just as anyone else, and acquire prevailing values from the same culture and by the same process of interacting with the environment. The need to conform is one of the generally acquired values, which evolves from the more specific need for approval, acceptance, love. But along with the acquisition of this need to conform, the blind man's daily experience — in an environment where values, aptitudes and capacities are measured by standards evolved by and for the

sighted—teaches that blindness is a difference which makes conformity infinitely more difficult and sometimes impossible. The most common means of adjusting to the inevitable conflict are over-aggression and over-anxiety to please or propitiate; aggression and appeasement, two sides of the same coin.

The problem of blindness is individual and can be understood only through comprehension of the individual's interaction with his environment.

"The blind" then, have many problems; but the most difficult and only common element to all is the emotional problem inherent in and created by the reaction to blindness. For perspective, the problem is presented in five stages of historical development, with the sixth reserved for a hopeful look into the future.

For this purpose, return to the attitude reflected in the question, "What is to be done about the blind?" It has been suggested that its dynamic meaning may be more accurately expressed: "What can be done to reduce our discomfort, to buy off our guilt, to cope with our hostility which is socially unacceptable and so intolerable to ourselves, to escape from self-concern?"

1. **Noblesse Oblige:** Historically, one of the first methods of handling the problem was to ignore it, and the means used was the individual giving of alms. Nothing was done about the basic problem of the blind man. He continued an outcast, isolated from society, marked and set apart by his difference, with no outlet for his gregarious needs except to seek out other people similarly marked and isolated.

2. **The Poor Law:** In the second stage, Society took collective note of financial needs of the blind—together with "sturdy beggars" —but the underlying attitude was unchanged, the effects little modified. (And of course, individual giving of alms persists today as one means of coping with the painful reaction to blindness).

3. **"Let Them Eat Cake":** The uncomfortable reaction remained too strong for assuagement by such meager means. Sporadically, the blind were introduced to the tea-and-cookie era, the period of occasional charity and bounty . . . "Mitigate their misery" . . . "Be kind to them" . . . "Entertain them". It is to this period I feel that we point with too frequent scorn, and we do this partly, at least, to cover fear that we have not gone as far beyond it as we could wish. Regardless of the unchanged basic attitude, there was beginning recognition that blind persons do have needs other than for bread. Without this recognition, the fourth stage must have been much longer coming.

4. **Don't Beg; Make Brooms:** "What is to be done about the blind?" The guilt, hostility and fear will be intolerable, the "pity" too great to bear. "Keep them busy" . . . "Educate them" . . . "Find occupations for them . . . " And lo! "the blind" could read with their fingers, could tune pianos and make brooms, occupations not unknown today. Again, I do not intend to heap scorn, for this was necessary transition. It provided opportunity, however limited, to demonstrate productive capacity. Without this opportunity, blind people might still be swallowing pride, anger and resentment, bowing the head, simulating gratitude in the period of *noblesse oblige.*

5. **Not Substance, but a Shadow:** Small but dramatic, this demonstration of individual capacity—so dramatic, in fact, we wonder today that it did not lead directly and at once to the sixth phase next discussed; but another intermediate step remained: enthusiastic, sometimes zealous manipulation of the environment—manipulation by the dedicated sighted friends of "the blind." An unmitigated error? I do not believe we can say so, but certainly a diluted blessing. Yet, not without good effects, too many and too well known to enumerate here. At first glance we may be inclined to say that these many good effects represent the most important achievement of this fifth period—increased opportunity for the individual; further and far more convincing demonstration of the blind man's capacities—but, after all, this was just more of the same, no matter how gratifying. There is something much more significant. Historically speaking, it is a far more potent factor in the evolvement of services to the blind. Out of the struggle to manipulate the environment has come beginning recognition of that basic problem that has always been there: the prevailing, ill-defined, uncomprehended

image of blindness and the reaction to it rather than to the individual the blind man remains; the understanding that what is involved is not only the sighted reaction to this image, but the blind man's as well, and the interaction of the two.

6. **To Change the Focus:** I believe this brings us to about where we are in 1959. For my part, I think there may still be too prevalent a feeling that the basic problem will eventually be solved *for* the blind by general manipulation of the sighted environment. Without belittling benefits thus gained, or denying that others are still to be realized, I must regard them as means to an end, and, except as such, I do not believe they can modify the basic problem inherent in the attitude, "What is to be done about the blind?" More recognition, understanding and acceptance of this problem and a more direct approach to its solution are what I see, from this historical perspective, as the imminent, logical progression.

At present, then, we perhaps still find too much lingering of the old concept that solutions are to be found through influencing the environment *for* the blind. This is largely a matter of primary emphasis, and what seems indicated is not less intensive focus on "what the general public should know about blindness," but far more intensive focus on what the individual should know about his own blindness and its meaning to him. It is encouraging to see more trend toward the concept of the individual's responsibility to use his own resources to cope with his own and his environment's reaction to his blindness, to consider limitations of blindness along with others within which he must find his own way to function.

Blindness does make differences which cannot reasonably be ignored, but the differences themselves are not the same for two individuals, nor do they constitute the basic problem. The basic problem is to be traced more directly to the individual's mode of relating to key figures in his life and to the generally prevailing attitude that differences are shameful things to be concealed or denied. In part, the task ahead is to help the individual define and understand his differences and to accept them when they are a part of his reality, to define his needs and comprehend his resources to meet them so that he can make his own valid choices to come to terms with himself and with his environment.

When our work becomes thus focused, many present warm issues of long standing may be seen as largely synthetic: For instance, the old and frequently debated question of whether social integration is or is not socially desirable, or whether it is or its not possible; for it will be experienced that no ready-made objective can be imposed upon the individual. He can use his resources to move toward this or any other objectives which satisfy him. Blindness is not a factor which standardizes human needs or which alters the individual's sources of basic satisfaction.

Specific, concrete services are needed as tools and aids; but deeper answers are not to be found in more and more service. Such anticipation, especially when services are sparse and irregularly gapped, too frequently results in the depressing experience of leading the blind client with a joyful noise through a labyrinth of blind alleys to a smooth, blank wall of appalling frustration. Surely, a part of the reason for this sad spectacle is that the client has done nothing about his basic problem, lodged in the meaning to him of his blindness. When this is so, the problem of its meaning remains with him, untouched and unknown. He still wonders, "Where do I go from here?" His feeling is unabated that he does not belong and cannot go on alone, even that gains made are insubstantial, without meaning, or will slip away. He sometimes feels thrust into a precarious niche; now, with his need for relief, he can blame the professional worker for his discomfort. And this blame is not wholly undeserved, for the blind individual has not experienced his right to be responsible for himself.

Nowadays, we so readily recognize that the right and increasing necessity to be responsible is a part of the process of growth. We know the frequent tendency of blind people to become fixated or to regress to earlier levels of dependency. One of the things we accept as a part of sound rehabilitation is the urgent need to help the blind client's relatives and friends give realistic respect to his individual needs, one of which we hope is his need for self-reliance. We well know the process of regression, the tyranny of expectation a blind

person can establish over those near to him. This is a reversal of the healthy process of growth, for his expectations become greater and theirs less, until he is actually observed as the living figure of helpless blindness.

It is a vital part of the professional worker's role to help the client find or rediscover his more compatible self-image so that he can make this a reality. When he comprehends this image and his needs, he is the best possible interpreter of himself. In any event, this responsibility he must eventually carry, just as any other person must, and just as with any other person, the quality of his ability to interpret himself will measure the degree of his satisfaction. When he reduces his blindness to its proper proportion in his pattern of living and relating to others, he can make responsible use of concrete services o overcome or compensate for the physical limitations. Certainly, these are severe enough to require the entire effort of the entire person, but who is without limitations?

It is not enough to warn relatives not to move furniture without telling the blind member, or to instruct them in how to guide and seat him. They must know from him what are his needs and expectations, just as they would need to know if he were not blind. The profesisonal role is primarily with the blind individual to help him find the real needs and limits which stem from and are fixed by his blindness, to accept and compensate for them within his ability to do so, just as he must do in the case of his other needs and limits; to find his own way to convey to others his understanding that the limitation of blindness is not a total thing.

For our part, we work within the reality of knowing that our clients have certain resources—inner and outer—to be used; that they may be adequate or inadequate; that, in some instances, maximum use of resources will be insufficient to achieve the ideal in socially desirable goals, for some individuals are so severely limited that normal self-reliance is out of the question. But first we must know that this is the case and understand why, before we are more competent than the man in the street to play a key role in planning how best to compensate for irreparable deficiencies.

It appears that some charge must be made for blindness, but I do not believe we yet know how to appraise it. I feel encouraged by the belief that we have begun to move more consciously and perceptively to gain that knowledge through more real involvement of the individual. The reaction to blindness is easy to exploit, but I think we have learned that the deeper satisfaction is to be found in the hard, individual process of self-realization and self-interpretation.

This, then, is the problem the blind person has in common with all humanity. His blindness is only one of many factors which fix his outer limits.

PAPERS PRESENTED AT THURSDAY AFTERNOON GENERAL SESSION

SERVICES TO THE BLIND — 1939, 1959, 1979

SERVICES TO THE BLIND — 1939, 1959, 1979
IMPACT AND POTENTIAL OF REHABILITATION

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Your Program Committee has asked me to speak to you at this meeting on the subject of "Economic Conditions of the Blind Population as Improved by Rehabilitation Services, 1959, and Projected Needs in This Field for the Next Twenty Years." This, it was further explained, was to be the framework of a general theme, "Services 1939, 1959, 1979," which appears in the program.

I can conceive of the elaboration of my area of discussion into a volume or volumes weighing a number of pounds. For a field which is forever complaining of having "no literature," work for the blind, it seems to me, is amazingly prolific with the written word.

As a beginning, a very simple way of showing that rehabilitation services have improved the economic conditions of blind people is to consult the estimated increase of earnings of blind people after rehabilitation as shown in OVR FACTS IN BRIEF for the last several fiscal years for which figures are available:

In 1955, for 2,834 persons, $683,000 earned before rehabilitation, $4,929,000 after rehabilitation, an increase of 662%.

In 1956, for 3,122 persons, $753,725 earned before rehabilitation, $5,751,00 after rehabilitation, an increase of 663%.

In 1957, for 3,216 persons, $775,000 earned before rehabilitation, $6,155,000 after rehabilitation, an increase of 693%.

I believe that rehabilitation services, including Federal support, have contributed to this change in economic position.

You are more sophisticated on this subject than I. You have your own estimates and interpretations, and I hazard that the science of statistics has a good way to go before it will catch up with the intuitive thinking of members of this body. Therefore, I would like to enter as evidence a statement made at your last meeting by Dr. Gabriel Farrell, Director Emeritus of the Perkins School for the Blind at Watertown. He said:

"A little over a month ago, I attended the reunion of the Perkins alumni and alumnae, meeting jointly, and as I mingled with this large group, I could not help comparing them with similar groups nearly thirty years ago. With every evidence of poverty, many seemed worn by the struggle in a world in which they were a class apart. Today's group were alert, well-dressed, and confident. With joy,

they told me of their jobs, their homes, their wives or husbands and children. Except for an occasional cane or dog, nothing marked this group as different from others."

Both this opinion and the figures I have read to you a moment ago give us great hope that the strenuous efforts which we call rehabilitation have borne fruit, including the measures taken by the Federal Government which have been contemporary with the period covered by Dr. Farrell's observation. Plainly, his statement brings to the fore a highly complex array of social forces affecting the situation, of which rehabilitation is one, and of which not the least is the Perkins School itself. But I think we can say with a clear conscience that every serious effort toward what we call rehabilitation, every honest and careful experiment directed toward the goals of rehabilitation, every program which has gotten headway, has paid off in money in the pockets of blind people, and I should like to say a good word for money —that intangible which is so often abused.

There is no doubt that our present era is the inheritor of a rich harvest of resources for blind rehabilitation, resulting from the zeal of those who have preceded it.

If we turn our attention to what is available under vocational rehabilitation for the blind we find the following:

> Medical examinations, surgery and medical treatment, hospitalization, training, occupational tools and equipment, initial stocks and supplies, vending stands, licenses, maintenance payments during rehabilitation, and complete vocational diagnosis, guidance and placement services.

The last twenty years have seen a steady movement of thought, action, and money available to work for the blind in the direction of rehabilitation. I am not talking merely about statutes alone, but the preoccupations of those with the power to do something to help blind people. If we ask ourselves what has pervaded this trend and dominated it, especially what there has been in its nature which has made it different from other work for the blind in other times, I think we may discern a very much greater attention to human function than to the management of inanimate objects. The first quarter of this century of work for the blind saw a great deal of treasure go into architecture for blind people, some of it arrestingly beautiful, and this was justified by the assumption that environmental factors, thus created, reverberated through sighted companions in such a way that they pervaded the consciousness of blind people. I have not heard lately of anyone giving much thought or money to the creation of merely handsome buildings. It seems to me that there is much more attention to more direct environmental factors, especially personnel and personal factors. I think this is good, and I would like to cite a few events demonstrating creative forces at work along these lines.

The enactment of Public Law 113, 78th Congress, made available funds specifically for rehabilitating blind persons through state agencies with a broader concept of rehabilitation. Thus Federal funds made it possible to employ professional personnel, and from 1944 on the number of blind persons rehabilitated increased year-by-year as follows:

Fiscal Year	Number of Blind Persons Rehabilitated
1939	162
1944	988
1945	1,497
1949	3,166
1958	4,007

The year 1954 brought comprehensive amendments to the Vocational Rehabilitation Act which greatly broadened the base of the public program of vocational rehabilitation. This consisted of:

1. Increased financial participation of both the Federal and state governments;

2. New machinery for better cooperative relationships.

3. The establishment of a research and demonstration program.

4. The authorization of a training program to help meet the crucial needs for more and better trained personnel.

The budgetary results were as follows:

"The Federal appropriation for grants to States has increased from $23,000,000 in 1954 to $47,000,000 in the fiscal year 1959. Of this, the amount for agencies for the blind rose from $2,400,000 in 1954 to over $5,000,000 in 1959.

"The States have responded to this new legislation by increasing their investment in vocational rehabilitation. In 1954, state funds amounted to $13,850,000; in 1959, the total had risen to over $28,000,000. As part of this growth, State funds for agencies for the blind increased from $1,260,000 to over $2,600,000.

"Thus, between 1954 and 1959, the total Federal-state investment in rehabilitation has increased from $36,850,000 to $75,000,000, and this in only five years. Of this, the Federal-state funds for agencies for the blind climbed from about $3,600,000 to about $7,600,000. And, in addition to this, it is estimated that agencies serving both the sighted and the blind spent well over $2,000,000 on the rehabilitation of the blind . . . " They have more than doubled in this five-year period.

Broadly speaking there are three elements to be marshalled in our reflections and calculations when we look at our public programs of any kind. First, there are achievements; next, there are instruments we have in hand by which we hope to achieve; and, third, there are the things we intend to do.

At the Office of Vocational Rehabilitation, we have given some scrutiny, in anticipation of this meeting, to all three of these categories. But I think you should know that this was in the light of staff work which had already been done as part of a larger, department-wide, long-range planning program for a ten-year period.

We think one of the most important responsibilities we have is not to be preoccupied with things achieved, but to keep our sights set on the evaluation and improvement of instruments by which we hope to put into effect the things we intend to do.

Our staff who work on these matters have asked me to point out the following instruments which they regard as important in rehabilitation of the blind, which they believe we have helped to bring into usefulness:

1. Diversity of employment. I read you some figures about cash in blind people's pockets a few minutes ago. To this I would like to add the diversity of employment which may be found in our Department's bulletin FACTS IN BRIEF FOR 1951 under the professional category alone as follows:

Accountants and auditors	3
Actors and actresses	1
Authors, editors, reporters	6
Clergymen	18
College profesosrs & instructors	2
County agents & farm demonstrators	2
Engineers, electrical	2
Lawyers and judges	16
Librarians	1
Musicians and teachers of music	47
Social and welfare workers	32
Teachers	60
Trained nurses	2
Natural scientists	4
Social scientists	3
Other	7
Total	206

Any anyone who cares to examine other categories will fine even greater diversity.

It would be hard to overstress the importance of this concept of diversity from every standpoint, including the motivational one.

2. The new look at the idea of the center for the blind. At least one blind center in the Western World was 700 years old the year Public Law 565 was enacted. Yet, in our own hemisphere, authorities have tended to look on centers for the blind with the utmost suspicion. If it were not Samuel Gridley Howe's law, it was certainly the law of others that no in-dwelling institution of blind adults could produce any good. Nevertheless, various intrepid workers for the blind have ventured on this ground in the last twenty years with notable results.

As you know, OVR has supported a score or more centers in various ways. One of the most interesting milestones in the process was OVR's sponsorship, along with the American Foundation for the Blind, of a conference on centers held at New Orleans in 1956. I am happy to say that arrangements have been completed for more work along these lines. We have heard so much about the dangers of institutional living that the blind person's isolation from mutual aids has been obscured. With present day modifications, I think we can see the use of the center by the blinded person as a valuable instrument for him on the road to rehabilitation, if handled with imagination and if it has good direction.

3. I would like to mention the concept of the optical aids center. Certainly, no more important measure could be achieved both for the totally blind and the partially seeing than the unscrambling of their converse problems. I have heard it said, and I can believe it, that there is nothing quite so responsive to Braille as a totally blind class. Clearly, anything any of us can do to give, both the totally blind and partially seeing, these aids specially designed for their differing needs is of the greatest importance.

4. The development and acceptance of systems for teaching mobility. This is a part of what might be termed functional rehabilitation which encompasses many aspects, all having to do with the conversion of common skills to performance without sight on a methodical teaching basis, as distinguished from a kind of lore or tradition unique with the blind and passed on, often verbally, from one to another.

5. Along the same line, I should like to mention the changing concept of the workshop for the blind. I know this is a large subject, and it is one which I cannot penetrate very deeply on this occasion, but I should like at least to mention the renewed consciousness in workshop management of the workshop as a bridge to employment in industry as well as a means of evaluating the realities of an individual's life and personality in a controlled setting.

6. As a part of all the ideas I have mentioned, but also as a separate entity with a vitality of its own, I should like to mention a research consciousness which I believe is one of our most valuable instruments of the present and the future.

In this connection I think it is appropriate to call to your attention certain of the research projects to which the Office of Vocational Rehabilitation has given sponsorship. As I do so, it seems appropriate to point out that one of the least understood attributes of research is its element of risk. There is no necessity for the thing called research at all if the conclusion is foregone. Granted that the highest kind of science is based on that rare thing called common sense, and granted further that to formulate a sound and meaningful hypothesis is fundamental, nevertheless, when there is no doubt of outcome, there is no good reason for research. But in this exacting universe, we live or die by the soundness of the research into which we put our money. And for this reason I should like to call your attention again to the validity of our efforts in behalf of the low-visioned in our optical aids program and the important products of our joint sponsorship of projects in behalf of the hard-of-hearing blind with the Brooklyn Industrial Home for the Blind. When I mention the Brooklyn Industrial Home for the Blind, I, like you, think of one man. I should like to turn aside a moment to dip OVR's colors to Dr. Peter J. Salmon, who for four years sat on our National Advisory Council on Rehabilitation and passed on projects of all kinds, not merely those involving the blind. In this role, as in many others, Dr. Salmon has been most constructive, stalwart and astute.

I think he will agree with me when I tell you that, neither he nor OVR have had any joy at any time in rejecting research projects; that our major problem is arousing the interest of people like yourselves in the possibilities of OVR resources in this area. It is true that each project goes through a rigorous examination and that there are a lot of papers to be filled out. But I think our procedures make sense, and I want to make an earnest plea that you master them, whether or not you have any immediate research projects. On the OVR exhibit table is a description of how a project director should formulate a project. Please get one and read it. That will make this important area seem less formidable. Your clients would have much to gain if every agency represented here were so research conscious that before each meeting you gave the most intense concentration to the question of whether or not you had a proposal near fruition. This suggestion is quite different from the idea that each agency should make a point of bringing a proposal to each meeting. A good untested hypothesis is hard to come by, and, for your own sakes as well as ours, I hope each project that comes to us will have had the most careful consideration from the best heads at your command.

At this point, might I say a good word for the concept of demonstration in connection

with research sponsored by the public. We do not think our responsibility ends in finding out something. It is necessary to let it be known where it will do some good. The best example of this currently is a demonstration project correlating services available to farmers, conducted by the Alabama Institute for the Blind. This project has demonstrated the benefits to be derived by bringing together the services, resources, and benefits available to farmers which may be used to supplement services provided by vocational rehabilitation in developing farm programs which are sound, balanced and productive. Through this demonstration program we are putting into practice better ways of helping blind people that we have learned through research. It is our hope that similar projects throughout the country will be stimulated.

Research is an endless subject and here again I cannot penetrate very deeply, but I would urge, in passing, that we should all give research plenty of room to grow, provided it gives us the proper credentials of seriousness in purpose. These are not always academic; they are sometimes that old-fashioned thing called character and a certain habit of thinking. In research, this habit of thinking must include imagination. Imagination I believe is almost as necessary to rehabilitation as that other intangible I have mentioned, called money.

Imagination! It is this which makes it possible for us to think of 1939, 1959, 1979—of yesterday, today, and tomorrow, at one and the same time, comparing each with each and all the sum of the three.

I cannot think of a more fitting approach to your deliberations than this one which you have taken. And I think it is incumbent on each of us who speaks at these meetings to contribute something specific to your envisioning of a better future. It is appropriate that the OVR contribute something above people in relation to their work. Therefore, I should like to share with you something of what our staff in OVR would like to see come to pass in the future.

First, along the lines of research: If not by 1979, then by another tomorrow, we certainly hope and expect that ophthalmic research will have greatly reduced both the incidence and the prevalence of blindness. This is within the domain of our distinguished partner, the Institute of Neurological Diseases and Blindness, which has reported sponsorship of important findings which will lead to better understanding of glaucoma, association of arthritis and uveitis, and has made certain treatment advances in uveitis. There is a necessity in this area to take an extremely broad view of the possible relation between all neurological diseases and blindness. People dedicated to this kind of research have a very great problem of interpretation here, in which I think our support and understanding is needed. On the OVR exhibit table some publications of the Institute will be found.

Meanwhile, I want to point out the rather impressive fact that grants made by the Institute directly concerned with diseases of the eye total $2,831,714 as of the fiscal year 1958 in a total of 170 research projects—with 146 grants outside the Institute representing $1,764,041, and 24 research projects inside the Institute representing $1,067,673.

It may well be expected that the growing consciousness of the need for preventive medicine, associated with medical research, should result in a broad attack on diseases of the eye with a yield in the area of prevention which we can hardly anticipate. I know I should add that I am aware that the increase of life span may well add to the number of persons blinded by geriatric eye diseases. But I am optimistic enough to believe this will be accompanied by certain preventive measures we do not know now, just as we have a full cycle of prevention with retrolental fibroplasia.

In anticipation of the unfolding of these events, I would hope that in this country, at least, we shall become better organized with regard to *these* responsibilities, and that those engaged in rehabilitation of the blind may, therefore, be able to concentrate on its primary problems, namely the management of circumstances arising from loss of sight.

I would foresee a future program of *this* kind shaped around research which investigated certain very simple questions:

1. Is there anything in the way of basic research (not ophthalmological) which should be done to explore whatever means might help people to get visual sensation some other way than by the eye? Are there projects in

basic engineering research in which we have a stake?

2. What are the attitudes of the public toward the blind which cause so large an amount of scientific and unscientific speculation?

3. What are the attitudes of the blind toward the seeing, concerning which we hear comparatively little?

4. What kind of special tools and instruments do blind people need?

5. What kind of people are successful in work with the blind?

To assist with the achievement of the goals suggested by these questions, we envisage a training program not merely in the counseling of blind persons. There is an additional need for intensive training of persons with ancillary professional skills and techniques who are to work full-time with the blind, such as clinical psychologists in rehabilitation centers for the blind, social workers in vocational rehabilitation agencies, shop instructors and executive type personnel, paramedical specialists, etc.

It would be highly desirable if such a teaching program might be meshed with a carefully designed research study of personal requirements for successful work with the blind.

Very similar to this, but a separate and distinct need, is the need for better training of specialists in the ancillary professions which are not engaged full-time in work for the blind, but called upon to sustain blind rehabilitation as consultants and in other capacities, as in the case with the medical profession and the clergy.

Certain intangible realities are involved with the physical realities of blindness which require planned and logical observation. It is the opinion of our staff that no one science should dominate these studies, which depend on synthesis of the products of such sciences as sociology, psychology, biostatistics and the like, kept in balance through intelligent and sympathetic administration.

There are doubtless many other lessons to be learned from those who have gone before us in the field of work with the blind, and I know that many of you have taken advantage of opportunities to delve into these matters. In any case, let us be conscious that a lot of people have been working hard for a long time to produce some of the opportunities now within our grasp. Let us take care to use these opportunities to the full and consider every possible means of improving them by our work. Especially let us have the utmost respect for that constellation of forces moving in a certain direction which has taken the name of rehabilitation.

For, in that constellation, is the hope which is 1979.

MEDICAL RESEARCH FACILITIES TODAY — NEEDS FOR TOMORROW

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The invitation to speak before this group, with their broad interest and influence in all questions concerning blindness and the blind, is greatly appreciated. In years past, I have been concerned that there was a general belief that there was no relationship between research in ophthalmology and in blindness, but current studies are properly bringing these areas closer and closer together, and there is increasing recognition that these are not entirely separate areas.

In the past twenty years, there has been a remarkable increase in the total volume of all types of medical research, and this period has been unusually fruitful. A number of ocular diseases which have caused blindness since time immemorial have been eliminated, and basic information has been accumulated concerning a large variety of eye diseases, so that only the application of known principles is required for their elimination.

A number of infectious diseases have been virtually eliminated in the past twenty years, largely by use of antibiotics and sulfonamides. Mention must be made of Credé prophylaxis which predates chemotherapy and which vir-

tually eliminated the scourge of blindness which followed ophthalmia neonatorum. It must be recognized that the elimination of ophthalmia neonatorum by this method was achieved, not in research laboratories nor in hospitals, but on the floor (and some times adjacent smoke-filled rooms) of the state legislatures, so that now in every state each newborn baby receives treatment to prevent this disease. Ophthalmia neonatorum from gonorrhea has been so thoroughly eliminated that now there are occasional pleas that the legislation which accomplished this be repealed. Despite the usefulness of antibiotics, it should be emphasized that such a course would inevitably lead to the occurrence of blindness again from ophthalmia neonatorum.

The use of sulfonamides and antibiotics in the past two decades has made a number of bacterial diseases of the conjunctiva and cornea comparatively minor problems. Trachoma, the chief cause of blindness in the world today, can be cured in its acute stages by the use of these drugs. The disease has been virtually eliminated in the United States, and this can be done throughout the world by the application of known public health principles. A recent outstanding research accomplishment was the isolation of the virus which causes trachoma by investigators in Red China. The viral nature of the disease has been suspected for many years, but this is apparently the first successful attempt to identify the cause. This finding gives rise to the hope that a vaccine may be developed so that the disease may be prevented.

Penicillin and other antibiotics have been outstandingly successful in preventing and curing syphilis. This has been important in eliminating congenital syphilis, and with this the development of interstitial keratitis with its subsequent visual impairment. Additionally, the administration of large doses of penicillin has been effective in arresting the ravages of syphilis of the central nervous system and limiting the damage caused to the optic nerves in this disease.

Antibiotics have been useful also in preventing the development of ocular inflammation following injuries to the interior of the eye and in the treatment of a variety of infectious diseases which affect the eyes, such as tuberculosis and meningococcus meningitis.

Cortisone and ACTH, and related anti-inflammatory compounds, have been unusually useful in treating some cases of deep inflammation of the eyes and in decreasing sympathetic ophthalmia. Despite treating all but the most seriously damaged eyes, not a single case of sympathetic ophthalmia was observed in the Korean war in the United Nations Forces. Concomitant with the use of steroids the number of eyes being removed in the United States has been halved. Not all of the eyes retained, of course, have been useful eyes, but at least it is not necessary to remove them.

Probably the most dramatic benefit derived from research in the past few years was the demonstration of the relationship between the administration of a high level of oxygen in premature infants and the subsequent development of retrolental fibroplasia. Nearly 7000 individuals became blind from this disease between 1943 and 1955; indeed, the gains made in eliminating blindness from ophthalmia neonatorum were lost with its development. It is easy in retrospect to implicate oxygen as precipitating this disease, but at the time there were many theories proposed. Indeed, it was only the suggestion that lack of oxygen was the cause, and that the disease could be prevented by the administration of oxygen, that focused attention on this aspect.

Despite the progress in these areas, however, a number of problems remain unsolved and a number of new problems have emerged because of the effectiveness of new drugs. Virus diseases are emerging as a major scourge and present the problem now that bacterial infectious diseases did in the past. Inflammations of the iris, ciliary body and choroid have emerged as a major cause of loss of vision and, generally, treatment is ineffective. An unusual amount of study must be carried out in these fields in the future.

Better instruments, sharper needles, and better diagnostic techniques have made many procedures in ocular surgery much more successful than in the past. Combined with this, too, has been the training of a number of excellent surgeons, so that good surgery is widely available in small communities as well as large.

Since 1939, there has been a marked change in the number of ophthalmologists and the

methods by which they are trained. In 1939, the residency issue of *The Journal of the American Medical Association* listed 45 institutions offering 126 residency openings. At that time, training by preceptorship in a trained ophthalmologist's office was fairly common. The combination of eye, ear, nose and throat was considered logical and was widely practiced. Many physicians started practicing ophthalmology after a few months spent taking short courses in European centers. Others drifted into ophthalmic practice without formal training. Today, this picture has greatly changed. There are 174 institutions offering 622 residency openings. Each residency program takes a minimum of two years to complete, and the training period ranges from two up to as many as five years. A number of university courses in basic science have been established. These offer studies in bacteriology, optics, pathology and pharmacology, and are designed to provide a sound theoretical foundation for subsequent clinical training. The study of ear, nose and throat disease, somewhat eclipsed for a time because of the effectiveness of antibiotics, has entered a golden era of extraordinary complexity and, with it, a logical divorce from ophthalmology. Thus, it is no longer possible for the physician to obtain simultaneous training in the two fields. Today the individual who would undertake to practice ophthalmology without the benefit of formal, prolonged training is most unusual. Indeed, the self-trained or rapidly trained specialist cannot treat patients in first-class hospitals. There has been a change, too, since 1939 in the professional activities of many of the ophthalmologists who head centers offering resident training. More and more of these physicians devote a significant portion of their day to research and investigation, compared to full attention to clinical practice years ago. I am certain that many seeking the care of an ophthalmologist, however, may regard this as an entirely mixed blessing since these physicians see fewer patients than previously. There has been a remarkable increase in the number of scientists and technicians carrying out ophthalmic research. The majority of them have not been trained in clinical ophthalmology, but bring their skills in biochemistry, immunology, bacteriology and physiology to research concerning the eye. This great increase in research studies by investigators trained in fundamental techniques is one of the most encouraging aspects for the future.

The growth of ophthalmic research since 1939 may be indicated by contrasting the 1939 program of the Association for Research in Ophthalmology with that presented last month by the same group. In 1939, eight research papers were read at the meeting. This year some thirty papers were read at the annual meeting, but, in addition, a national interim meeting was held during the month of February and seven sectional meetings were held. It is not valid, of course, to measure research by weight, but it is of interest to note the transactions dealing with the Association for Research published 88 pages in 1939. This year *The American Journal of Ophthalmology* published three supplements, totalling some 600 pages, dealing with papers read at the two national meetings. Additionally, some 100 to 200 papers dealing with underlying mechanisms in ophthalmology were read at sectional meetings and were published in a variety of scientific journals. The papers read in recent years tend to deal with more basic problems than those of 1939. Superficially, it may appear at times that fundamental processes are completely divorced from the clinical entities in which we are interested. Yet it must be recognized that the application of basic discovery to clinical disease occurs relatively late in the developmental period of a science and that, without these studies, there would be no advances.

Where do we stand now in respect to the future? Probably most important is the greater number of individuals living to old age than previously. With this longevity, degenerative diseases of the retina are emerging as a major cause of decreased vision. These diseases are related particularly to arteriosclerosis, to diabetes mellitus, and in part to hereditary abnormalities which become manifest late in life. In years past, most people did not live long enough for these conditions to be evident. The importance of this problem of degenerative diseases of the aged is suggested by the fact that at the present there are 14,000,000 persons aged 65 years or more. By 1979, this number will have increased to 24,000,000. The statistics concerning blind-

ness do not reflect the visual disorders occurring in this group for most part, because not all sight is lost although they are industrially blind. Since they are for the most part retired, their income tax returns and their inability to work are not reflected statistically.

Associated with this increase in the number of aged is a similar increase in the over-all population. Just to maintain minimal medical attention for this increased population, the Bayne-Jones Study Group urged the formation of 10 to 15 medical schools by 1970. However, if one is to judge by present activity, it is extremely unlikely that these medical schools will be established. Medical education, unfortunately, represents an individual type of teaching, requiring vast resources in hospitals, laboratories, and teachers. It has been estimated that it costs approximately $40,000,000 to establish a new medical school. This sum can vary a great deal, obviously, depending upon what facilities must be provided. Note, however that only 17 colleges have total endowments of this amount or more. It is difficult, therefore, to escape the conclusion of Dean L. T. Coggeshall of the University of Chicago, that if this challenge is to be met, Federal aid to medical education is necessary, combined with increased private assistance.

Most of us, in the past few years of huge state and Federal budgets, have become hardened to such figures and feel that money can accomplish almost anything. However, our resources in the area of the teachers and investigators needed to train these physicians of the future are rapidly being depleted. There is a definite shortage of teachers now, and there must be a positive program of prestige, income and security offered before an adequate number of teachers can be attracted in the future. The "silent endowment" of nearly every school consists of the financial sacrifice made by their dedicated faculty. If, however, these faculty members do not wish to extend their sacrifice to their children, they must be more adequately compensated. At present they will be unable to provide their children with as good an education as provided earlier by their own parents.

There are some aspects of the recruitment of medical students in the future which are disturbing to those in education. The number of individuals applying for medical school training is not increasing with our increasing population. Moreover, those who do apply lack the scientific aptitude of their predecessors. Since medical investigators must be drawn from this group in the future, this tendency, if not combatted, can have serious consequences.

Additionally, there is a shortage of people trained in basic research techniques. It is not proper to consider only those few who happen to go into ophthalmic research, as the etiology and treatment of many ocular diseases may as well be discovered in a cancer or virus laboratory as in a laboratory designated at ophthalmic. However, there must be an increasing number of basic scientists trained for work in biological fields, as well as the physical sciences. The importance of ophthalmis teaching in medical schools is considered to be so minor that there are only five full-time professors of ophthalmology in the some 80 medicine schools in the United States. Technically they are not required to see patients and can devote their time to teaching and to research. In practice, however, they see a great many patients in consultation. Additionally, they do a large amount of the administration necessary to achieve the triumphs of any laboratory group, so there may be little time remaining for research.

It would be extraordinarily helpful to all if the pattern of career investigators would develop in ophthalmology such as has proved so successful in diseases of the heart and cancer studies. In such career appointments, outstanding investigators of proven merit are guaranteed income for the remainder of their lives to work at whatever institution they wish, on whatever problem they believe important. Such is the caliber and the character of these career investigators they have made outstanding contributions to our knowledge. They have been outstandingly prolific, relieved as they have been of all that does not contribute to the problem at hand.

There is one problem that is peculiar to ophthalmic research alone. *Harper's Magazine* some months ago indicated that there were 22 different national groups raising funds for the blind. *Newsweek* some time thereafter reduced this number to 18. Since, however, these writers were discussing the

American Cancer Society, the American Heart Association and the March of Dimes, there was an easy tendency to believe the sums equally large to those raised by these groups were being raised each year by a number of groups for research in ophthalmology and blindness. Moreover, the purpose of the articles, I believe, was to suggest that if there would be but consolidation of the various groups, far more sums would be available for research. To a group such as this I do not have to tell of the socio-economic factors involved in blinding disease. However, despite the extreme needs in this area, during the period 1958-59, there were 189 research grants from the National Institute of Neurological Diseases and Blindness dealing with the eye and vision, for a total of $2,632,241. Of the national lay groups which support medical research there was probably less than $500,000 a year appropriated for research in blinding disease. In addition, in local foundations, university endowments, and in local trusts which have not been computed, there may be an additional $2,000,000 available for research. Eye research maximally is therefore supported by somewhat less than $6,000,000. This can be compared to the $75,000,000 available from the Federal Government for cancer research last year and some $110,000,000 being discussed currently by the Senate committee for this year. I am not here to suggest that the amount of research in these other fields be anywhere decreased, but I do wish to point out that the public can easily gain the image of many more millions of dollars being devoted to eye research than is actually the case.

What are the bright spots of the years to come? First, I believe, is that we are very close to learning the cause of simple glaucoma. With the development of drugs which suppress the secretion of the ciliary body and others which improve the outflow of fluid from the eye, the prognosis in glaucoma is much better than it used to be. Considerably more study is needed in the mechanism of cataract formation before there will be effective medical treatment for the usual degenerative senile-type of cataract. With the increase in our aging population, retinal detachments are becoming more common and, again, in recent years there have been major advances in surgical technique for the correction of the disease. I do not believe, however, that it is likely that any medical treatment for detached retina will be developed and we will still, in years to come, depend largely upon surgery. There have been extraordinary advances in the field of hereditary disease and congenital defects, and the role of virus infections during the first months of pregnancy has been shown to be extremely important in the production of such defects. With the control of virus diseases, many of these defects will be eliminated. Additionally, the role of anoxia and irradiation in the early months of pregnancy are being recognized as causing ocular defects. Similarly, many other conditions which occur on a hereditary basis are being recognized as such, particularly as we accumulate more and more information concerning a relatively stable population.

There is one area which I hesitate to discuss in that it has been handled so flamboyantly by the newspapers in the past, but it is one which I believe will be developed in the next twenty years. It involves stimulation of the brain to give rise to the sensation of light. It is well known that if certain portions of the brain are stimulated, particularly in the front portion of the visual pathways, that an electrical impulse passes back to the seeing area of the brain where it can be recorded. This has been done in experimental animals, and it is not known if this is associated with a visual impulse, but it is generally believed that it is identical with the current observed with the visual impulse. If this is so, with this being true, there is no reason in principle why there could not be some connection between the outside world and the brain so that there would be vision of sorts by stimulating the brain. Studies are being initiated to learn more about this, and it may be that there will be a major breakthrough in this area in years to come.

The past twenty years have been extraordinarily fruitful in yielding remarkable advances in all sciences, and ophthalmology has benefited greatly. At the moment, we seem to stand on the threshold of a remarkable new era of rewarding medical research which gives every hope of eliminating many blinding diseases of today.

A VIEW OF THINGS TO COME: COMMUNITY SERVICES FOR THE BLIND, 1980

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To set the philosophical tone for what is a down-to-earth paper, I would like to quote one sentence from the 1947 Report of the Presidential Commission of Higher Education: "To liberate and perfect the intrinsic powers of every citizen is the central purpose of democracy and its furtherance of individual self-realization, is its greatest glory." I believe that all of you will agree that this is a fair statement of the American faith and the American ideal. We might. however, disagree about the degree to which we have achieved this ideal to date, or about the best way to move toward the realization of our goal of equal opportunity for all in the immediate or in the long-range future.

That we have made progress, even substantial progress, during the past twenty years has been made very clear by my distinguished colleagues on this panel, and by speakers at a number of earlier sessions.

Yes, we have made progress during the past twenty years. For example, even though we have had only a modest amount of medical research, we have seen the virtual elimination of the major causes of blindness in infants and children. Basic and clinical research has conquered most of the infectious diseases of the cornea that in the past have resulted in blindness among children. More recently we have seen the practical elimination of the cause of retrolental fibroplasia,[1] and just last month newspapers reported the use of a new drug, Alpha Chymar, in cataract surgery. Cataracts may now be removed in two to four minutes, followed by a convalescence period of only two to three days. Finally, this new procedure may be used "on patients as young as 12."[2] This encouraging progress has been made despite the minimal amounts of money made available until very recently for medical research on eye conditions. The 1957 report of the National Health Education Committee indicates that the total then being spent by governmental and non-governmental sources for eye research was approximately $2,700,000 per year. In 1958 the National Institute of Neurological Diseases and Blindness alone spent $2,800,000 on medical eye research. This is encouraging, but it still is minimal. It may help to place this amount in perspective if we note that, in one year, the American people spend $5,000,000 on eye lotions and $35,000,000 for sun glasses and goggles. When I read three weeks ago of the successful flight of a new plane intended to travel at 4,000 miles per hour, I couldn't help but wonder if our medical scientists couldn't make a break through on glaucoma or cataracts if they, too, had $120,000,000 to spend over a four-year period.[3] It would be well to attempt to emulate our contemporaries in the physical sciences who have demonstrated that, with adequate resources, a research program that might otherwise take twenty-five years can be compressed into a five-year period.

Despite the modest amount reported as available for medical eye research in 1957 and 1958, a look at developments since then reveals a picture that is dramatic to the point of being startling. A preliminary and unofficial estimate of the funds to be allocated to eye research by the National Institute of Neurological Diseases and Blindness for the

1. Facts on the Major Killing and Crippling Diseases in the United States Today, 1957 Edition, The National Health Education Committee, Inc., New York, New York.

2. *New York Times*, June 5, 1959
3. Ibid., June 9, 1959

1960 fiscal year is $5,000,000. This is still a very modest sum, but it is most encouraging to see Congress more than double the amount of money appropriated for eye research in a three-year period. Since eye conditions are in many instances related to other medical problems, it is essential to look at the forest and not just at our special tree. The forest appears to be in fine condition: e.g. in 1953 Congress allotted the Department of Health, Education, and Welfare a total of $44,000,000 for medical research and training; in 1957 this was increased to $138,000,000; and just two weeks ago today the Senate voted $480,604,000 for this purpose (i.e. $186,000,000 more than requested by the Administration). It is clear that in less than a decade we have moved through a tooling-up period to the beginning of a substantial program of medical research.

Just as we have made modest advances in the field of medicine, we have made similar modest advances in dealing with the social aspects of blindness. Time permits only a few examples. Today 50 per cent of school-age blind children are attending school in their local communities. State Vocational Rehabilitation agencies have reached the 4,000 mark in the number of blind persons rehabilitated in a year. National Industries for the Blind workshops have moved up to a $1.07 average hourly wage rate. Granting the importance of these gains, a truly important foundation for the future is that being built by the Office of Vocational Rehabilitation with its research and training programs. Here, too, developments are dramatic. These programs had their beginnings with the passage of Public Law 565 in 1954. Appropriations for this program have been increased four-fold in four years. In 1956 it was roughly $3,000,000; for the coming year, it will be $12,500,000. These facts point to a bright future.

References to the past are pertinent since the "past is prologue" or, in other words, the past is part of the present and the present is part of the future. And my task is to talk of the future.

This is a challenging assignment because, even though we may point to progress in the past, an over-all look at 1959 reveals an appalling range of deficiencies. Every competent and dedicated individual in our field is dismayed by the low level of our services and by our collective ignorance. Thus, the only direction that we can go is ahead. The green light is on; if we have the drive and competence to move forward, we will enter into what I am sure is destined to be the golden age of rehabilitation. The extent to which blind people of today and tomorrow will benefit from this golden age will depend in large part on the professional statesmanship and creativity of those responsible for services to blind people.

It is my assignment to give you a picture of the future—twenty years ahead. This is a delightful assignment because I can speak with the blithe assurance that no one can, with certainty, point to my errors; for that privilege my critics will have to wait until July, 1979. It is my sincere hope that everyone here today will be in the audience or on the platform when we check the prognostications made here against the facts in 1979.

In making my forecast, I have mixed one part of crystal-ball gazing, one part arm-chair speculation and one part of statistical projection. To this I have added a double dash of optimism and shaken well. It is pertinent to note that, in using statistical projections, I have used the year 1980 instead of 1979. This is due to the fact that Census Bureau projections have utilized the 1980 date. I am aware of the hazards involved in making predictions and what I here label as predictions should in many instances more accurately be referred to as goals.

Before giving you my predictions or goals, it is necessary for me to share with you certain assumptions and certain perspectives that are directly pertinent to my views. Incidentally, these views are my own, and should not be misconstrued as the opinions of the American Foundation for the Blind.

My assumptions are:

1. That there will be no major war.

2. That economic conditions and progress will be substantially similar to that of the past twenty years, i.e., an annual increase in the gross national product of 3 to 4 per cent a year.

3. That our leaders and practitioners have the vision, the dedication, and the competence to, not only use the new tools being made

available, but also the will to participate in the exciting process of creating new pathways.

In addition to these three assumptions, I have two points of view or perspectives that I consider basic for any look ahead. These are:

1. That the issue of whether or not government has a responsibility for meeting basic economic, health and welfare needs has been settled *with a clear affirmative.* You will recall bitter debates that were waged, just a few years ago, about the alleged hazards of the "welfare state." The opponents of the assumption of responsibility by government argued that welfare state would bring about a society of complete paternalism and consequently one of universal dependency. The contrary view rested, in part, albeit a little shakily, on the Preamble to our Constitution which reads, in part, "We the people of the United States, in order to provide a more perfect union, *promote the general welfare* . . . do ordain and establish the Constitution." But it is now clear that it makes very little difference what you call it—New Deal, Fair Deal, or Middle of the Road Deal—we live in a society that seeks to provide a continually better, fuller and more satisfying life experience for all its members. It is a society having widely recognized welfare goals, which include higher material living standards, a broader development of human abilities, the reduction of poverty and other distress, and the more careful utilization and conservation of human resources. We implement this democratic philosophy with government-sponsored programs of social insurance, public assistance, rehabilitation, housing, health, education, as well as with very substantial programs designed to assist agriculture, industry and business. Having affirmatively resolved the debate about whether or not the government has a responsibility for meeting basic health and welfare problems, we come to another social issue that still is actively being debated.

2. This debate revolves around the question of who has first responsibility for the financing of health and welfare services, the Federal government or the state and local communities; it will be resolved by both carrying increasing responsibilities with the Federal government carrying an increasing share of the burden. From 1946 to 1957 Federal expenditures per capita in constant dollars increased 24 per cent, while state and local expenditures rose 89 per cent. During the past year, we have seen a number of states and local communities insisting that they were unable or unwilling to increase ex-expenditures. The troubles of the state of Michigan, our host, are but one example. It appears clear to me that the present Administration will be unable to achieve its objective of shifting greater responsibility to the States. In fact, I would like at this point to offer my first prediction—it is this:

Prediction I. During the next two decades, the Federal Government will underwrite an increasing share of the cost for new or expanding health and welfare programs. I will at this time offer only one bit of evidence to support this prediction, i.e., that in this session of Congress, prior to April 15th, our Senators and Representatives introduced more than 800 bills intended as amendments to the Social Security Act. The intent of the vast majority of these bills was to liberalize or expand the Social Security Act. In doing this, I feel certain that Congress is reflecting the wishes of the American people.

I regret that in the predictions that follow, I will have to use a good many statistics and I give fair warning that, "Statistics are like a Bikini bathing suit: What is revealed is interesting enough; what is concealed is vital." Let me give you an example. When you look at a set of figures indicating that philanthropic giving to federated funds has increased from $188,000,000 in 1949 to $414,000,000 in 1958 you find this to be an impressive rise of over 150 per cent. However, when you correct this to take into account our increasing population, you find that the increase in per capita giving was the difference between $2.25 and $3.53 Even though we are dealing with small figures here, the percentage rise is still encouraging. However, when you make a second correction, i.e., to correct for changes in the value of the dollar, you find that in terms of constant dollars the 150 per cent increase has been completely wiped out and there

4. Social Work Education, Council on Social Work Education, June, 1959, page 1.

is instead a very slight (2%) decrease ($2.25 to $2.20).[4] This leads me naturally to my second prediction.

Prediction II. That voluntary contributions for secular health and welfare services will, at best, remain at their present level; what is more likely is that they will actually decline during the next twenty years. Certainly, the ratio of voluntary philanthropic gifts to public funds will continue the decline that has characterized the past twenty years. The impact of the general trend will vary community by community and agency by agency. However, in general, fund-raising from the public will become more difficult; this will affect specialized agencies for the blind, whether they are a part of a federated fund-raising system or run their own fund-raising drives. This prediction certainly applies to fund-raising by mail.

Prediction III. My third prediction is that an increasing source of support for professionally staffed and clinically orientated voluntary agencies will directly or indirectly come from government funds. This support will come in the form of fees for service, contracts for service and research and grants for research and demonstration projects. In addition, agencies offering sound and substantial services will slowly move to the charging of fees to blind persons capable of paying such fees.

At this point, I would like to move to what is clearly the most important prediction of all . . . how many blind people will there be in the United States in 1980?

Population

Prediction IV. I predict that there will be between 460,000 to 540,000 blind persons in the United States in 1980. If you wish to note one figure, it would be 500,000. This represents an increase of 150,000 from our present estimate of 350,000.

This prediction is a simple application of Dr. Hurlin's present estimate to the Census Bureau figures for 1980. The Census Bureau offers four different estimates of total population for 1980—these range from a low of 230,800,000 to a high of 272,600,000. Dr. Hurlin estimates that the rate of blindness in the United States at this time is 1.98 per 1,000. Thus, it is my view that the rate of blindness will continue the same as the present. Improved medical care will offset what I consider to be an underestimation contained in the Hurlin formula and will, in addition, offset the increase that would normally be anticipated as a result of the increased population over age 65 and a slight increase in the non-white population. It is most important in planning ahead to note the sharp increase in the number of persons over 65; in 1957 this group in our population numbered 15,000,000, in 1980 it will be approximately 24,500,000, an increase of 66 per cent.

Public Assistance

In any appraisal of national services for those who suffer a serious physical handicap, the problem of income maintenance or financial assistance assumes major proportions. This is particularly true of those handicapped by blindness. Nationally, one out of three blind persons is receiving public assistance under the Aid to the Blind program. A sizeable number of additional blind persons are receiving OAA. Together, these programs today serve approximately 175,000 or 50 per cent of all blind persons in the U. S. (Aid to the Blind 108,000, Old Age Assistance 67,000).

Prediction V. In 1980 there will be less blind persons on Public Assistance than there are today. This means that there will be a very real drop in the percentage of blind persons on Public Assistance. I believe that it is entirely possible for the rate to be cut at least in half by 1980. This will be due to the following factors listed in the order of their importance. (The points listed below may also be construed as predictions.)

A. Old Age and Survivors Insurance—coverage under this program will be extended to a point where it will be practically universal and benefits will become increasingly adequate.

B. Disabiilty Insurance—reduction from age 50 limit.

C. The addition to our present Social Insurance system of certain health benefits for those on Old Age and Survivors Insurance over 65.

D. Vocational Rehabilitation—more effective services generally, and a particular increase of services provided for women, enabling more of them to enter competitive employment. We might test our present poor record of vocational rehabilitation of blind women against the general community pattern where we find that 66.7 per cent of the single women age 55-64 and 24.5 per cent of those over 65 are in the active labor market.

E. Workshop opportunities—greater number of workshop opportunities for the older and multiply-handicapped blind persons.

F. Better educational programs now in effect will result in a higher level of employment of young blind people entering the labor market.

Prediction VI. By 1980 Public Assistance will more adequately meet the needs of those who must depend upon it.

Since 1945 the purchasing power of the average relief grant has increased approximately 30 per cent, i. e., from $38.11 to $49.63 in June, 1958. The dollar amount has increased over 100 per cent from $29.98 to $66.72 in June, 1958.[5] What $66.72 a month means is hard to comprehend. Perhaps it will provide us with a point of comparison if we note that in 1958 the average salary of persons employed full time was $4,300 and the average income per family was $6,220.[6]

That the present level is woefully, or even shamefully, inadequate was dramatically demonstrated in Baltimore, Maryland, when on December 12, 1958, a very special luncheon meeting took place. To this luncheon were invited legislators, public officials and the press. This luncheon was a success even though no one enjoyed the food, You have all been to large luncheon meetings where you thought the food was pretty poor, or over-priced, or both. In this instance the food was not over-priced; it cost only 20c and it was the best meal that a home economist could prepare with this amount of money. It was the kind of meal that families on public assistance get if they are lucky—lucky enough to have a highly skilled housewife managing the buying and cooking.

The question posed by this luncheon was "Is Hunger Necessary?" I know with certainty that the answer to this question is a firm negative. Hunger in the United States is not only unnecessary, it is intolerable. We live in an economy of plenty and not one of want. We live in a society that professes to believe that the individual's welfare and dignity is the primary test of our form of government. Yet we have 7,200,000 men and women and children who are so unfortunate as to have to depend on Public Assistance for their very sustenance.[7] This is the forgotten 3 per cent of our population. Included in this group are approximately 175,000 blind men and women. They, too, are forgotten. If you live in a state or territory other than the following, you have a responsibility for assisting your state welfare department and your legislators to raise their standards of aid to blind persons.

The five states on my honor roll are:

Massachusetts	$115.48	(April, 1959)
New York	107.00	" "
Connecticut	105.54	" "
California	103.43	" "
Washington	100.07	" "

These are the only states with average grants of $100 a month or more for persons on Aid to the Blind.

I know how hard state legislatures are pressed, but I cannot believe that legislators and the public are willing to see blind people, the vast majority of whom are aged and/or multiply-handicapped, attempt to eke out an existence on an average grant of $68.56. On June 30, 1958, the annual average per capita cost for this program to the American people was 49 cents. Thirty-two states, plus the District of Columbia and the territories, fell below this average. I gave you an honor roll earlier. I also have a list of states that are expending 25 cents—yes, I said 25 cents, that is two-bits or *less*—per year per capita to support blind people in their states. This 25 cents includes the total Federal, state and local contributions. This list includes 17 states and the District of Columbia.

5. Trend Report, Bureau of Public Assistance, Social Security Administration, Dept. of Health, Education, and Welfare, January, 1959.
6. Ibid.
7. This is part of the bottom 10 per cent of our population who receive but 1 per cent of America's income. Federal Reserve Board, 1952. "Social Security in Review". *Social Security Bulletin*, Dept. of Health, Education, and Welfare, Washington, D. C., June, 1959, Volume No. 22 — Number 6.

I list them alphabetically:

	Annual Per Capita Expenditure For Aid to the Blind Program June 30, 1958	Rank By 1955-57 Average Per Capita Personal Income[8]
Alabama	.23	46
Colorado	.17	19
District of Columbia	.23	5
Idaho	.22	35
Maryland	.11	12
Michigan	.20	11
North Dakota	.14	40
New Jersey	.15	6
Oregon	.17	18
Rhode Island	.13	15
South Dakota	.16	42
Utah	.22	32
Vermont	.24	34
Virginia	.16	33
West Virginia	.25	39
Wisconsin	.25	22
Wyoming	.18	17

In fairness to the above states, it should be mentioned that a number of them are well above the national average in the amount of their grants, several are below the $68.56 average. I do suggest that in this age of abundance all of these states can and should come a lot closer to spending the average. i.e. 49 cents per capita per year to meet the needs of aged and multiply-handicapped blind persons in their communities.

Library Services

The second most important service after Public Assistance, in terms of the number of blind persons who use it, is our library service. This service is now being used by approximately 55,000 blind adults and children. The Library of Congress reports there are about 50,000 users of Talking Books and 9,000 users of Braille. The estimate of 55,000 users assumes that, of the Braille readers, *about half* also use Talking Books.

Prediction VII. I estimate that by 1980 the users of library services will increase by 200 per cent or will number approximately 220,000. This means that, instead of 16 per cent of the blind people using this service, it will be used by approximately 50 per cent. The following factors will contribute to achieve this prediction:

A. The total number of users will increase as a direct result of the increase in the number of blind persons in our community.

B. The level of education achieved by blind persons will steadily rise. This pattern is and will continue to be substantially similar to that of the general population. This will mean a steady increase in the number of those for whom reading has vocational as well as recreational value.

C. The quality of library service will improve. The Library of Congress is actively engaged in assisting the 30 Regional Libraries to improve the quality of their services. These services will also benefit from the increasing interest and understanding of them on the part of professional librarians throughout the country. With better professional leadership, and an increased responsibility for these services being accepted by the respective state library administrative agencies, there will result an integration of these services with the library services established to serve the general population. This does not mean that the number of depositories for Talking Books and Braille material will necessarily increase. However, it does mean that blind persons will increasingly derive the benefits resulting from the direct personal services of professional librarians. In all too many instances, at the present time, regional libraries are essentially warehouse operations, with only a minimum of direct contact between the individual borrower and a professional librarian. This problem will be solved when local community librarians are oriented to the methods necessary to serve blind persons and are motivated through professional leadership in their own field to accept responsibility for serving blind adults and children in the same way that they serve the sighted residents of their community. In addition, I am confident that blind persons will, long before 1980, receive the benefit of services provided by bookmobiles and field workers, who already are serving the rural population throughout the country. Finally, the quality of service will be enhanced by the acceptance of a greater

8. *Social Security Bulletin*, June, 1959, Volume 22, Number 6. U. S. Department of Health, Education, and Welfare. Personal income data are for the calendar year and are from the "Survey of Current Business," August, 1958, Treasury Dept.

financial responsibility for these services by each state and a participation in the financing of the administrative aspect of these services by the Federal Government. It may be pertinent to note that Congress has clearly demonstrated a readiness to meet special library needs of the American people, not only through its support of the Library of Congress' program of services for the blind, but also through the more recent passage of the Rural Library Act. The enthusiasm for this new service is further underscored by the fact that Congress has annually appropriated more money for this new service than has been requested by the administration.

D. An increase in the holding of libraries. Not only will larger numbers of users justify more copies of books published in Braille and in Talking Book form, but will also justify a wider selection of material.

E. Technological developments will further reduce the weight and bulk of reading material for blind persons. Developments in this area will also make practical the production and distribution of an expanded number of magazines and journals. Scanning machines will be practically available, that is, at a price which will make them available to persons who need them for vocational purposes.

F. Services to Children: The next ten years will see rapid extension of library services for blind children in all parts of the United States.

G. Specialized material required by students and professional people will increasingly be available. The resources will become more adequate in both quantity and quality. Volunteers will continue to be an important factor in the preparation of this material. Before 1980 the major resources of this type will be administratively coordinated with the basic and special library services. This will cut down on duplication and will make more readily available to blind individuals the holdings of local, state, regional and national libraries.

Research

Prediction VIII. By 1890 the funds available for medical eye research will increase ten-fold or to approximately $50,000,000 per year.

While we have been pleased by the generous support Congress has extended to the Institute of Neurological Diseases and Blindness, the total voted by the House a few weeks ago is still only $33,600,000. This entire sum is less than we need for eye research if we are to make a breakthrough on the diseases whose causes are unknown and which are responsible for 61 per cent of the blindness in the United States. The sum of $33,600,000 does not appear very large when you realize that blindness affects less than 10 per cent of the persons covered by the disease groupings that are the concern of this Institute.[9]

Prediction IX. The Office of Vocational Rehabilitation has, since 1954, played an increasingly important role in encouraging and supporting research in the broad field we call rehabilitation. For the current (1960) fiscal year Congress has appropriated $6,300,000 for this purpose. Fortunately for all of us, the Office of Vocational Rehabilitation and its advisory committees have taken an appropriately broad view of what constitutes research pertinent to the field of rehabilitation. It is my view that during the current year the Office of Vocational Rehabilitation will complete its tooling-up process in the field of research.

I venture to predict (or to suggest as a realistic goal) that the Office of Vocational Rehabilitation will be supporting research at a rate of $50,000,000 by 1970. I would like to use the phrasing of what is being called the Bayn-Jones report to complete this prediction. This report recommends the support by the Federal Government of "additional research in the medical, social and behavioral sciences directed toward the solution of problems of extreme economic, social or human significance." I believe that research in the social and behavioral sciences, plus related research conducted by certain non-medical professions, will and should be supported by Federal grants in the amount of at least $100,000,000 annually by 1980. This may seem a large sum to many of you; for a point of reference I suggest that you look at a field where the Government has supported

9. Approximately 5 million persons suffer from the diseases and disabilities that are the concern of the National Institute of Neurological Diseases and Blindness. For example, Cerebral Palsey, 550,000; Parkinsonism, 1 to 1.5 million, etc.

research for many years, i.e., Department of Agriculture—in 1957 this Department received $116,000,000 for research.

The State Agency of Tomorrow

Prediction X. The state vocational rehabilitation agencies will continue to expand in size and in their functions. A combination of factors will result in a marked improvement in the quality of their services. These factors are interrelated and mutually supportive. They include the following:

A. More adequate funds.

B. Greater availability of professional, qualified personnel.

C. Salaries that will make it possible to hire and retain qualified personnel.

D. New knowledge developed by research and demonstration projects.

E. New administrative structuring of services so as to provide the client with the benefits of a variety of clinical services now found only in the better rehabilitation centers.

F. Maximum use of Rehabilitation Centers.

G. The integration of psycho-social services, particularly social casework services, within the rehabilitation agency structures. These services are an essential prerequisite to effective vocational services.

H. The further development of cooperative relationships with medical practitioners, medical facilities, social agencies, rehabilitation centers, vocational training facilities, that will insure the continuity of movement of patients into and through appropriate services at a tempo that is optimum for the individual. This will tend to eliminate or reduce the costly and debilitating delays that now occur in all too many cases. This concern with tempo will result in maximum use of rehabilitation centers.

I. Last, but by no means least, the public that pays for and uses these services will insist upon a constantly improving quality service. We have an informed citizenry in the United States and, even though we complain about high taxes, we at the same time insist upon high standards of public service—this is particularly true of direct services. This insistance upon higher standards is felt and responded to by public officials and legislators, and we have seen it applied to services that range from garbage collection and police protection, to our public education programs. Vocational rehabilitation services are still new and the public still does not have a clear set of standards to use in judging these services. But each year 200,000 or more people seek to use these services.[10] These people, their families and their neighbors, will soon acquire an understanding of the vital importance of good rehabilitation services. They will increasingly make their views and wants felt.

The Voluntary Agency of Tomorrow

Prediction XI. Voluntary agencies will be directly influenced by and will benefit from all the factors listed above. They, too, are clearly moving forward with the professionalization of their staffs. With the steadily expanding role of government agencies, the trend among voluntary agencies is and will continue to be away from the old paternalistic pattern in which the agency for the blind attempted to be all things to all blind people. A significant number of voluntary agencies are now moving toward a sharper delineation of their role and function. This will result in their concentrating their resources on a sharply limited number of activities which in turn will make it possible to render services of the highest possible quality. The function or activity undertaken will be one that complements the services provided by government and other voluntary agencies.

Personnel

In the long-range view, there is nothing as important as the professional training program being sponsored by the Federal Government. Of importance to us is, not only the program administered by the Office of Vocational Rehabilitation, but also the related programs sponsored by other administrative units of the Federal Government.

Prediction XII. I would conservatively predict that in the next twenty years the following three agencies will, through the use

10. "Vocational Rehabilitation Trends, July 1, 1958 through March 31, 1959—Revised Data." Rehabilitation Service Series No. 506, Office of Vocational Rehabilitation, Department of Health, Education, and Welfare, Washington, D. C., May 29, 1959.

of traineeships and fellowships, help provide us with at least 60,000 professional practitioners with appropriate graduate training. These three programs which are directly or indirectly important to our work are:[11]

1. National Institute for Mental Health: This Institute is currently providing in excess of 1,000 fellowships and traineeships per year. Thus, it is most conservative to estimate that in the next twenty years they will assist in the training of 25,000 additional professional practitioners.

2. Institute of Neurological Diseases and Blindness: This Institute is currently making grants for training to 464 individuals. It may be anticipated that they will assist approximately 10,000 additional persons to secure professional or advanced training in the next twenty years.

3. Office of Vocational Rehabilitation: This Office is currently providing 1,355 fellowships and traineeships per year. It is conservative to estimate that they will contribute to the training of 25,000 additional professional practitioners during the next twenty years.

Complementing these programs are many others which together provide annually several thousand additional fellowships for training in the helping professions.

In order to make available the benefits of modern knowledge to blind persons, we urgently need professionally qualified personnel. Suggestive of the extent and variety of knowledge that we should have and use is the fact that the AFB library regularly receives, at this time, 137 different professional journals that are utilized by our multi-disciplinary staff.

Related to the professionalization of services are the following predictions:

A. Salaries in constant dollars, will be approximately 100 per cent higher in 1980 than they were shown to be in the AFB-Bureau of Labor Statistics NATIONAL SURVEY OF PERSONNEL STANDARDS AND PERSONNEL PRACTICES IN SERVICES FOR THE BLIND *in* 1956.

B. There will, within the next five years, be a clarification and professional development of the role of the Home Teacher. The diffuse character of the duties of Home Teachers will be crystallized out into a type of rehabilitation therapist who will function as a member of the clinical team, providing important services to home-bound persons.

C. There will evolve a new and very important group who are expert in the techniques of providing orientation and mobility training to blind children and adults.

Organizations of Blind Persons

Organizations of special interest or "pressure" groups are an integral feature of American life. On the whole, their activities serve the public interest and constitute a vital method for securing political representation.

I expect that the next twenty years will see the beginning of numerous organizations of blind persons. Some will flourish; most will be discontinued after a relatively short period. Some of the major organizations now in existence may very well continue through 1979. These organizations will be of two types: (1) organizations made up of blind persons who are brought together by common social, cultural or professional interests, and (2) organizations of blind persons of varying backgrounds interested in social action as a means of furthering the welfare of their members.

Prediction XIII. I venture to predict that in 1980, as a direct correlary to the professionalization of services and the amelioration of many of the social and economic disadvantages that currently are associated with blindness, the significant organizations of blind persons, will, while retaining their independence, consistently maintain a positive and supportive relationship with both voluntary and state agencies.

The following factors will contribute to the attainment of this goal:

A. The evolvement on the part of both organizations of blind persons and voluntary and governmental agencies of mutually held goals, values and philosophies.

B. Professionalization of personnel and services will bring to an end the undercover or open power struggle to control agencies.

11. The conservation of these estimates is suggested by comparing them with statistical projections that utilize the "Bayn-Jones" formula. For example, using their variable formula, it may be predicted that the National Institute of Mental Health will be making grants for traineeships and fellowships to between 3,700 to 5,600 individuals per year by 1980.

Similarly, professionalization will bring to an end the political competition for jobs, fostered in part by organized groups between untrained individuals. When operating agencies, both those that are tax-supported, as well as those that are supported by voluntary contributions, reach a point where they make a clear and firm commitment to the provision of sound professional services, they will successfully bring to an end the partisan, political type of struggle for jobs that is currently present in all too many communities.

Conclusion

Looking at the present and contemplating the future, there is little room for complacency even though there is reason for optimism and confidence. Tools in the form of new knowledge, better equipped personnel and increasingly adequate funds are available. How these tools are used depends upon you. Those of us permitted to serve our fellowmen during the next two decades have a unique privilege and a serious responsibility. In large part, the glowing promises of tomorrow will become realities for the blind people of America if our leaders and professional practitioners have conviction as well as objectivity, commitment as well as competence.

REPORTS FROM AGENCIES, ASSOCIATIONS AND ORGANIZATIONS

REPORT OF THE AMERICAN FOUNDATION FOR THE BLIND, INC.

M. Robert Barnett, Executive Director
New York, New York

This report of the activities and plans of the American Foundation for the Blind in 1959 will be as brief as it is possible to make it, and still provide the membership of this Association with an understanding of our policies and our efforts, and our reasons for them.

During the past year, the Foundation has, in substance, completed a reorganization that we initiated three years ago. You may recall from my previous reports to you that reorganization resulted from our recognition of the fact that, since the passage of the Social Security Act in 1935, there have been continuing far-reaching and dramatic developments affecting the men, women and children suffering the disability of blindness. The most significant development of all has been the increasingly important role of government at all levels, and its growing assumption of more and more responsibility for meeting basic economic, health, welfare, and educational needs. The accuracy of our analysis of trends has been clearly confirmed during the past three years. In so far as we erred, we erred in our underestimation of the tempo of change that was taking place in 1955 and is continuing at an accelerated rate today. We are convinced that new developments affecting the welfare of blind people during the next ten years will be even more dramatic than they have been during the past ten years. Federally-sponsored research in the medical, social, vocational, and psychological fields will, in the very near future, have a substantial effect on all services concerned with the prevention of dependency and the rehabilitation of blind persons. The sound and increasingly effective professional training programs sponsored by the Federal Government will have equally profound and beneficial results.

The American Foundation for the blind has reorganized and retooled in order to do everything possible to make sure that blind persons benefit from the social revolution that is currently taking place in this country.

At this point, I would like to comment more specifically on two phases of our reorganization. First, we have strengthened the research arm of the Foundation by a four-fold increase in personnel, devoting their full time to this function. More important than the still very modest size of this staff is the concept that we have of their role. To date, this new staff has undertaken very little direct research. Their emphasis is on stimulating and motivating universities, laboratories, government agencies and direct-service rehabilitation agencies to plan and carry through research relating to blindness. In addition, they assist in the coordination of projects carried out under various auspices and provide technical consultation in the designing, conduct and interpretation of research. In the relatively short time that has elapsed since the launching of this truly new service, our staff has been actively working with universities in all parts of the country, but they have also established meaningful and productive relationships with such important Federal agencies as the Office of Vocational Rehabilitation, the Census Bureau, Institute of Neurological Diseases and Blindness, Veterans Administration, United States Public Health Service, etc. Further, they have given consultation to a

number of local, direct-service agencies who are planning research.

Complementing this development has been our second major change, that is, the development of a field service which has been set up on a regional basis. We have completed the recruitment of our staff of six field representatives, each of whom has been assigned to regions consisting of 6 to 11 states. The primary purpose of this new service is to assist local and state agencies with the difficult and practical problems of applying new advances in knowledge to practice in the direct service of blind persons. In the provision of professional services to people, there is a never-ending problem of trying to reduce the gap that exists between advancing knowledge and practice on the firing line. This is as true for medicine, engineering, and psychiatry, as it is for the social and vocational aspects of rehabilitation. Where the advances in knowledge are as rapid as they are in the field of rehabilitation, the gap is likely to become a chasm. You will recall my comments of a few moments ago to the effect that the most dramatic developments affecting the welfare of blind people has resulted from the vast expansion of governmental programs. This expansion may be led by the Federal Government, but it has direct counterparts on the state and local level. Thus, it was no surprise to find that voluntary and state agencies in utilizing the services of field representatives have given a top priority to securing help with the clarification of the purpose, function and structure of their respective agencies. The voluntary agencies are moving toward specialization; not only is this a necessary step, if the quality of services rendered are to be improved, but, by careful and cooperative planning, it is resulting in the development of more meaningful services that complement and supplement governmental and other community services.

The second most important area for field service consultation is in the area of personnel. (This, again, reflects the national trend toward the professionalization of service for the blind.) Expanding services require new personnel—every type of which is in short supply. The recruitment of qualified personnel is one of the most pressing problems currently facing executives and boards. These, and the closely related problems of program development, coordination of community services, and the improvement of administrative practices and controls, are among the major concerns of our field representatives. This new staff group come to us with an average of 15 years of professional experience, including successful experience as administrators in government or voluntary agencies. They constitute a strong link in the chain of our professional services which begins with research or the development of new knowledge, moves along to our staff of specialists who both serve as consultants to the researchers and perform the unique and important service of organizing this new knowledge in a form that can be used by the professional practitioner, and, finally, the field service assists local communities in developing and maintaining a professional environment wherein the new knowledge can be applied for the benefit of the individual blind person. This process sounds involved—and it is involved. But it is the process through which new ideas, new techniques, new skills are taken from the realm of theory, through the experimentally structured tests of practice, and thence into standard practice.

The American Foundation for the Blind continues to devote a significant amount of its efforts and resources to meet the problems faced by blind children. We also continue our very active cooperation with agencies and educational institutions serving children who are both deaf and blind. In addition, in our continuing efforts to develop new knowledge, we are carrying forward special projects, such as the following:

1. In cooperation with Northwestern University, we are, at this very moment, participating in a 6-week workshop concerned with the problems of multi-handicapped blind children, with special emphasis on the problems of mental retardation and emotional imbalance.

2. This coming year we will continue with our very intensive efforts to develop methods and techniques that may be used by educators and social agencies who have responsibility for providing orientation and mobility training for blind children.

3. With the University of Illinois, we are

engaged in developing new psychological measurement tools for use with blind children.

In cooperation with the United States Office of Vocational Rehabilitation, we have initiated a special educational program at the University of Southern Illinois for the training of vocational counselors and placement officers concerned with the problem of employment opportunities for blind persons. In addition, in cooperation with the Office of Vocational Rehabilitation, we have recently initiated the first steps necessary to develop a professional training-program for orientation and mobility instructors.

Continuing with our cooperative relationship with the Office of Vocational Rehabilitation, we are planning this fall to establish a vital and active personnel service which is intended to assist agencies in recruiting qualified professional personnel to staff expanding service-programs.

Finally, and perhaps most important, our revitalized research bureau has, during the past year, assisted universities and agencies to develop a series of important research projects. Some indication of the significance of this development may be secured from the fact that these projects involve grants that total approximately $300,000.

It would be a mistake, however, not to at least mention for the record other departmental activities of the Foundation, which, in their own way, also are considered vital to the field. At other times, these services should be reported to you in more detail, and for those who are especially concerned, information is readily available at any time. In mind are the following activities, all of which continued to expand and increase in volume during the past year:

1. Recording and manufacturing of Talking Book records, predominantly for the Library of Congress program and the American Bible Society, but also for other organizations. It is our twenty-fifth year of such production.

2. Selection and sale of special aids and appliances—with approximately 100 items in the catalog. We continue our policy of pricing that does not include the cost of personnel, but only the cost of goods sold, plus postage.

3. Publication of periodicals, books, directories, monographs and information pamphlets. Our publications budget for the new fiscal year is approximately $75,000.

4. Dissemination of public educational materials through all media, including the nation's television and radio outlets, the daily press and the magazines. The motivation behind this program still remains that of assisting all legitimate agencies in the country to, not only educate the general public, but, more practically, to reach into homes where there is blindness to let it be known that services exist and where to go to get them.

5. Both direct and indirect services to that category of blind persons who are also deaf. This program continues to provide educational diagnosis and placement assistance, encouragement for the training and placement of adults, and special consultation to agencies or schools regarding individuals, and also offers certain tangible assistance to individuals.

6. Scholarships and fellowships in a variety of amounts and type, depending upon one of several motivations which underlie these programs. Graduate students in both education and social work are receiving financial assistance in growing numbers from the Foundation. Fellowships are available to qualified blind and sighted students, while scholarships are available only to blind persons.

7. Information about and analysis of pending or completed Federal legislation.

The total number of persons now employed by the Foundation is 175. On behalf of the Board of Trustees and the executive office, an expression of commendation to them all is in order. The Foundation, if personal pride can be overlooked, has one of the finest collections of hard-working and high-spirited staffs that one can find in any field of social effort, and their energy is truly the care of any accomplishment the Foundation may now or later report.

Before concluding, there should be a reference in this report to the relationship between the American Foundation for the Blind and the two professional-interest groups known as the American Association of Workers for the Blind and the American Association of Instructors of the Blind. As has often been stated before, we feel that there should be a very close coperation among the three,

but cooperative activity need not and should not rob or reduce the independence and autonomy of any one. With the objective of furthering the growth and independence of these organizations, the Foundation has been happy to extend special financial grants to both associations. For the third year, we have subscribed to a supporting membership in the AAWB, and we look forward to continuing this support. This past year we entered into a similar relationship with the AAIB. The undertaking with the latter is different in that our plan of aid is set for a six-year period.

September of this year marks the tenth anniversary of the undersigned's appointment to the position of Executive Director of the Foundation. It is hoped that a personal word in this report will be acceptable in view of that fact. I believe that there are definite and traceable signs of improvement in the lot of persons who are blind in America these days, as compared to just a few decades ago. I believe that the traditional associations and agencies with which we are concerned have come honestly to grips of late with the sometimes not too commendable picture of our efforts to serve blind persons. I believe, however, that there is a strong will to grow, a recognizable desire to improve, an awareness of the need to expand, and an appreciation that traditional approaches must often give way to progressive and proven new ideas. I believe that the AAWB is maturing as it never has before, and I would be happy to be able to believe that the American Foundation for the blind is making some small contribution to growth in knowledge as well as in service.

REPORT OF THE AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND

Donald W. Overbeay, President

Superintendent, Iowa Braille and Sight Saving School

Vinton, Iowa

Once again, it is a very real pleasure for me, as President of the American Association of Instructors of the Blind, Incorporated, to extend greetings and best wishes and to make a report on the activities of one of your sister organizations for 1958-1959. I am particularly pleased to be in Michigan, a state which has an enviable reputation for its excellent programs of education for blind children and for the services which it renders blind adults.

One year ago in Philadelphia, I delved into the history of the AAIB and tried to explain why I consider our present century-old organization to be a "new" AAIB. This "New" AAIB, a professionally oriented organization of 1,300 members, changed its constitution last summer in Vancouver, Washington, empowering the Board of Directors to establish a central office and select a full-time salaried Executive-Secretary and staff. The Board's major efforts over the past twelve months has been concentrated in fulfilling this mandate.

A formal request was made of the American Foundation for the Blind for supplementary funds which would enable the AAIB to better assist the AFB, other organizations and agencies to solve the many problems of educating blind children. The Long-Range Planning Committee of the AAIB and key personnel of the AFB met. We are now generally in agreement about the several large areas of national planning which should be given priority.

"1. Further expansion of training facilities for all types of personnel peculiar to the field of education of blind children.

"2. The identification and application of principles and standards of administration and content of courses of study in school systems for the youthful blind.

"3. Cooperative conduct of certain basic and applied research between the AAIB, the APH and the U. S. Department of Health, Education, and Welfare, and the AFB.

"4. Improvement of knowledge about and facilities for vocational training of youthful blind persons.

"5. Development of policies, principles and agreement upon regional planning for the diagnosis and instruction of blind children with other physical or mental handicaps."

The AFB has agreed to extend to the AAIB the sum of $12,500, in one payment annually in each of the calendar years of 1959 through 1964, for the general purpose of assisting the AAIB with its self-development as a professional association of educators of blind youth. The grant will be terminated on December 31, 1964.

A Selections Committee was appointed to screen candidates for the position of Executive-Secretary and to recommend three or less to the AAIB Board for its final action. This committee has just completed the task to which it was assigned. We of the AAIB are grateful to Dr. Eber L. Palmer, Chairman, New York State School for the Blind; Dr. Robert H. Thompson, Superintendent, Michigan School for the Blind; and Egbert N. Peeler, Superintendent, North Carolina School for the Deaf and Blind, for their intelligent interest and tireless efforts in reaching a decision.

The Board of the AAIB has developed and approved a list of duties or framework within which it expects an Executive-Secretary to work. A budget has also been approved.

At this moment we are confident that by October 1, 1959, an Executive-Secretary will have been appointed and an office established.

While the selection and appointment of an Executive-Secretary has not been the only interest of the AAIB and its Board since I last reported to this convention in 1958, it has been a major interest and, also, has been a fascinating, though time-consuming endeavor.

We of the AAIB look forward to an ever-increasing liaison with the AAWB. It has been a pleasure to be here and to read this brief report. Congratulations to you on a fine convention.

REPORT FROM THE WORLD COUNCIL FOR THE WELFARE OF THE BLIND

Col. E. A. Baker, O.B.E., M.C., Croix de Guerre, N.Sc., LL.D.
President

Managing Director, Canadian National Institute for the Blind
Toronto, Ontario

The World Council was established in 1951 and, under the By-laws, executive meetings were to be held at least once a year, and the General Assembly was to convene at least once in each five years. It was decided to hold the first General Assembly meeting three years after formation, i.e., 1954, in Paris. At this General Assembly Meeting, the By-laws were amended, providing for at least two Executive Meetings between General Assembly meetings. The first of these two meetings was held in London, England, in May, 1956. Immediately following, a seminar on workshops for the blind, sponsored jointly by the World Council for the Welfare of the Blind and the World Veterans Federation, was held. The second meeting of the Executives was held in Colombo, Ceylon, in August, 1958. In order to encourage more nations, as well as the original conference group representing the Far East, South East and South Asian areas, this last-mentionad Executive Meeting was well attended, although it was held only a few weeks after serious riots in Colombo. The Government of Ceylon, however, gave us assurances of protection as necessary, and also that our delegates would experience no difficulty entering or leaving Ceylon. Our next

General Assembly meeting is due to be held in Rome, Italy, July 20-31, 1959, and a representative attendance of members is assured.

The progress made by the WCWB during the past eight years is encouraging. From an initial group of some 12 member nations, the organization has grown to 42 member nations. Some difficulties are still being experienced by delegates from some of the less advanced countries in meeting annual dues and in attendance of their representatives at meetings. This has posed some serious, or at least troublesome, problems for which we are still seeking adequate solutions.

There is a very noticeable improvement in the understanding which those in the more advanced countries have gained concerning conditions and problems in those areas least advanced. Undoubtedly, the growing recognition by governments of the educational and service problems involved in their areas, coupled with assistance afforded by such organizations as the American Foundation for Overseas Blind, the Royal Commonwealth Society for the Blind, and by United Nations agencies, have done much to promote interest and active world-wide developments most urgently needed. In general, it is now recognized that more patience and effort will be required to secure substantial progress in the education of the young blind, services for the adult blind, and in the prevention of blindness. On behalf of the World Council for the Welfare of the Blind, I wish to express, especially to the American Foundation for Overseas Blind and the American Foundation for the Blind, a very sincere appreciation for the splendid support given to the Council, and much needed assistance in many areas. I am very grateful for the opportunity to bring to the attention of members of the AAWB the world-wide importance of World Council efforts, as well as the support from the United States of America in the way of inspiration and practical interest which has been extended on behalf of those blind persons in many less advanced areas where need is so very great.

SPECIAL EVENTS

MINUTES

Three annual, special events, representing highlights to the Association members, were as follows:

The Annual Membership Breakfast, July 7—Chaired by Mr. William J. Ferrell, Supervisor, Rehabilitation for the Blind, Department of Public Welfare, Nashville, Tennessee, and Chairman of the Membership Committee, At this meeting, the Alfred Allen Memorial Award was presented to Miss Sadie Jacobs, Home Teacher (Retired), Arabi, Louisiana, for outstanding personal service to blind people. (See page 93); and the principal address was given by Dr. Ras Mohun Halder, First Secretary for Education, Embassy of India, Washington, D. C. (see page 89). Other highlights included information on the following membership statistics:

Total membership of Association 1,560
Registered Attendance at Convention:

Members	465
Visitors	131

Awards were also made to state membership committee chairmen for outstanding service in securing new members, as follows: Mr. Leonard Robinson, Washington, D. C.; Mr. Leon Feldman, Erie, Pennsylvania; Mrs. J. J. Brandon, Nashville, Tennessee.

International Luncheon, July 8—Mr. Hulen C. Walker, Executive Director, AAWB, was Master of Ceremonies, with the main address being delivered by Mr. R. S. Misener, President, Canadian National Institute for the Blind, Winnepeg, Manitoba. The luncheon was further enhanced by the presentation of an award, by the American Foundation for the Blind, to Radio Station WJR of Detroit, for outstanding service to the field of public education with respect to work for the blind, Dr. Gregor Ziemer, Director of Public Education of the Foundation, making the presentation.

Shotwell Memorial Banquet. July 9—Reverend Thomas J. Carroll, Boston, Massachusetts, was Master of Ceremonies. The high mark of the evening was the presentation of the Ambrose M. Shotwell Memorial Award to Mrs. Lee S. Johnston, Executive Director, Lighthouse Society for the Blind, St. Louis, Missouri (see page 96).

ALFRED ALLEN MEMORIAL BREAKFAST

A MESSAGE FROM INDIA

Ras Mohun Halder, Ph.D., First Secretary Education
Embassay of India, Washington, D. C.

I am deeply conscious of the unique honor that has been given to me by inviting me to speak to this learned and professional gathering. As I look upon the names of some of my distinguished predecessors in this position, I am concerned about my comparative inade-

quacy for the purpose. However, I feel that the Executive Director of the AAWB and his Committee must have had some kind and affectionate considerations for their selection. First, they probably might have taken into consideration the fact that I was the first Indian to be trained in the education and welfare of the blind in this country. I can claim 31 years of association with this fascinating work, 25 years in India and 6 years in the United States. I am therefore 53 years young and, as providence would have it, am on the stage of entering into a new career, whichever walk of life it may be. And, perhaps, the Executive Director wanted me to share with you some of my reminisinces in relation to the work for the blind in India.

His second consideration, I take it, is that I am also a handicapped man coming of a family of a very modest or no means—losing, at the age of 15, my father, who was a Baptist Pastor. I had, therefore, to struggle hard throughout my life as a student and as a worker. Furthermore, I consider that I am spiritually and intellectually hovering in darkness, and this is a greater handicap than any form of physical handicap.

I am to bring a message to you from India. This I do with the greatest humility and deepest appreciation of the work that your Association has done here and elsewhere all these years. I bring cordial greetings and felicitations for your work on behalf of the two million people laboring under the handicap of blindness in my country. The blind people and their workers look up to you in hope and faith that some day they can at least come up to a certain appreciable degree of development in the field. India is aware of the splendid work that is being done for the blind in this country, and it has been very generous of you to keep her informed of your achievements through exchange of visits and offers of fellowships and other allied projects. For these, I express my personal appreciation and the appreciation of the blind population of India and their blind and sighted workers. May God bless you in your genuine endeavors and signal achievements.

As I am sharing with you my reminisces in the field for the last 31 years, I must confess that I have not been satisfied with the progress that has been made by my country during this period, but in the same breath I would say that I have *not* been frustrated. The work for the blind, as you all know, has passed through the process of evolution through ages, and, no matter how much one or a group of individuals may try to improve the position, the progress must follow the social evolution and the gradual development of the society, and, as such, as a student of social problems, I have no reason for frustration.

Period of Intolerance

In the evolution of society, there are apparently three periods in which the blind have received three basically different treatments at the hands of the sighted. The first period is marked by gross intolerance. . . Customs and superstitions of the primitive society led the sighted to believe that the blind were "doomed"; their presence in society might do them harm. Naturally, therefore, their survival was not permitted. They were either killed or banished. In the early history of Egypt and India records of human care of the blind are found. With some advancement of society, permission to beg was given. This was the beginning of the age of pity for the blind.

Period of Humanism

The establishment of great religious ideas produced profound changes in the treatment of the blind. The seeds of humanism were sown on the ground that was prepared by the ages of evolution. The humanitarian attitude towards the blind became the accepted theory. The blind were awarded the right to live and to be protected. The true manifestation of this period seems to have commenced with the cataclysm of blindness that fell upon John Milton in 1651 in the height of his literary career. From now onwards, till his death in 1674, he labored under complete blindness. He wrote during this period of darkness "Paradise Lost," "Paradise Regained," and "Samson Agonistes," which are immortal pieces of literature. These great works show that he had, not only the right to live and to be protected, but also the capacity to contribute to world literature. He had a philosophy of life which should be *the* philosophy of life in all ages for normal and handicapped persons alike . . . "They also serve who only

stand and wait," as he said in the last line of his sonnet, "On His Blindness." To be able to contribute according to one's capacity is the criterion of life and service.

At the close of this period of humanism in the treatment of the blind, many outstanding blind persons like Louis Braille, Pierre Villey, Henry Fawcett, H. S. F. Sanderson, Francis J. Campbell in Europe, and Helen Keller, Clarence Hawkes, Robert B. Irwin, Thomas D. Cutsforth, Ralph Vickers Merry, William E. Powers, and many others in the United States of America in the present era, became illustrious examples. These people showed the public what the blind were capable of achieving. Their outstanding achievements proved that their adjustment and adaptation to normal life was possible. The conflux of such instances gave rise to the third period, namely, the period of integration.

Period of Integration

This period recognizes, not only the right of the blind to live and to be protected, but also the right to be educated, trained and integrated into society. It is characterized by its manifold activities for and on behalf of the blind so that they may become helpful and contributive members of society like normal persons. This pitch, therefore, comprises a comprehensive program for the amelioration and the rehabilitation of the blind. This must necessarily include measures for the prevention of blindness, education of preschool and school children, education of the young blind of the post-school stage, and activities of agencies, societies and organizations for the adult blind concerned with their aftercare, placement, and other general well-being.

In our country, the prevention of blindness and the education of blind children of school age only are receiving partial attention; the other phases have been hitherto almost neglected. Sociologically, whereas other advanced countries have reached the third period, India is just beginning to emerge out of the second period, namely, the period of humanism in the social treatment of the blind.

It therefore appears that for significant development in the work for the blind we have to take the society with us and educate the people to treat the blind people as normal persons. Splendid work has been done in this area by your Government, semi-governmental and private agencies, not only in the field of education, but also in other areas concerned with the full growth of a blind person as an individual in relation to his blind and sighted brother. The thing that struck me during my association with the work for the blind in this country is that the work is done through local organizations with the cooperation of other agencies—private, semi-governmental and governmental. This is what it ought to be, since the responsibility should, indeed, be shouldered by the community. The other thing that has impressed me is the variety of organizations sometimes criticized in this country as overlapping of objectives and activities. But, to me, it seems that in the work for the blind, even this overlapping may, to a certain extent, be tolerated, the aim being to help every blind person to help himself. I am also very happy to find on my second visit after 25 years that there is better understanding and cooperation between the Government and the private agencies. I do not notice any petty pride or prejudice or unwholesome competition between these groups. After I have seen the work for the blind in my country and in yours, I am convinced that there cannot be any stereotype procedure or organization for the education amelioration, and rehabilitation of the blind. There is room for residential schools; there is need for sight saving classes and Braille classes in public schools; need for home teachers; for rural schools; and any activities that one may think of, provided they are organized and administered with good intentions, with inspiration and with efficiency. I feel that I am taking a position which will probably be criticized by many, but these are my own convictions based on my experience in the East and the West for no less than 30 years.

I take this opportunity of paying publicly my humble tribute to the revered memory of my dearly devoted professors, like the late Miss Langworthy and the late Dr. Allen; and of conveying my grateful thanks to the Reverend Dr. Farrell, Dean Holmes of Harvard University, and Dean Davis of Boston University. I am very happy to be able to state that, during my first visit in this country, I

have been able to associate with two of my professors who are still alive and fully active in many educational, social and religious activities. I might also take this opportunity of mentioning that I feel proud that I happen to know three Directors of Perkins and two Executive Directors of the American Foundation for the Blind. I have also met many more consecrated persons in the field who have given me new ideas and inspiration, and, wherever I may be placed in my new career, the association and wisdom of these old and new friends will always inspire me to take interest in the work for the blind.

Coming back to the welfare work for the blind in India, it is true that, during our twelve years of Independence, we have established some more residential schools, a few workshops and one or two employment centers, but, when considering the large number of the blind, this service is, in my estimation, very inadequate. This has not reached even one per cent of the blind population. For this position, however, I do not blame any government or any agency. The work will progress only with the general development of the country, as well as the social evolution of the man on the street. When a big organization like the United States is maintaining the policy of catering first to the needs of the un-handicapped (and please note I do *not* use the word "normal" intentionally), what can we expect of a new and rising nation like India, that has many pressing problems? The Indian Constitution has been drawn up by a wise body, and it has given the right of education to any child born on the soil and, as a result, primary education has become free and compulsory. When this has had full play, I am sure the blind child will also be well taken care of. For the adult blind, the few services that are being made available to them are principally through the Central and State Governments with the exception of two private agencies. Let us hope that the time will come when the country will have prosperity and security for all. When this opportune moment comes, the rehabilitation and placement of the adult blind will also become a part of the larger program. Meanwhile, I am happy to be able to report that, during these twelve years of freedom, both the Central and the State Governments have taken more interest in the problems of the blind. This, however, is due to the fact that big charities have almost diminished, not because of a lack of enthusiasm, but because of the disappearance of the wealthy class. Therefore, the initiative will have to come from the Government and the local bodies and individuals. I am not going to burden you any more by a description of the work for the blind as achieved in our country. I may simply refer you to the well-written brochure "The Blind In Asia" by Dr. Farrell, pages 16 to 18, and the more recent account by Dr. Waterhouse in the *Lantern*.

However, I would like to make one or two observations at this stage regarding the work for the blind in my country. After an experience of a quarter of a century, I have arrived at the conclusion that though I may be the possessor of a few theories I would not like to propogate them, but would like to be empirical and would welcome any suggestions or projects that our foreign friends would like to experiment with in our country in regard to the work for the blind, provided they have no political or other ties attached to them. I have a feeling that the semi-government and the private agencies can extend their helping hand to us in full measure if they wish. If they want to try the rural schools, I see no objections. If they try to experiment with home teaching, I would certainly welcome it. If they try to rehabilitate the adult blind, I would also accept the proposal. In other words, I would maintain that the love and the affection that USA as a country, or its individuals, might have for the progress of the work for the blind in our country will be cordially welcome. The problem is so vast and extensive that no additional help can really overlap or duplicate our work.

As for myself, I believe that for my country no one method or procedure is perfect. We should have a number of them. All that we would like to do is to seize the opportunities for the development of the work. In this respect, I would also emphasize that, if any organization or a group of organizations would like to consider giving us a number of Braille printing presses and training institutions for the teachers and workers of the blind, they will also be welcome. We need at least a dozen of these, if not more.

I think that at this stage I should make the statement that I have spoken to you in my personal capacity and most frankly, and cordially, passing on my observations of the last many years, and I have no knowing whether or not my government will agree with the views that I have expressed, for, these are all my own personal views.

In closing, let me congratulate you again most heartily for the splendid work you have been doing for the blind in your country and for the diverse program you are administrating inspired by humanistic philosophy. I am sure, if these high ideals and qualities of your contribution are maintained, you will continue to lead the light for the work for the blind in the world.

God bless you.

PRESENTATION OF THE ALFRED ALLEN MEMORIAL AWARD TO SADIE JACOBS

Evalena Ford, Medical Social Consultant
Bureau for the Blind and Sight Conservation
Louisiana Department of Public Welfare
Baton Rouge, Louisiana

It is a great privilege and honor for me to join you in making this award to Miss Sadie Jacobs of Louisiana for her outstanding services to the blind. Miss Sadie, as she is affectionately known in the southland by the blind and sighted alike, is a mere slip of a woman, four feet, eight inches. Although tiny of stature, she is an Amazon in her devotion to her work for and with the blind. Her bright and cheerful disposition, her engaging personality, and her spritely manner, have been a source of strength and encouragement to blind and sighted alike. Always sympathetic, but never maudlin, she encouraged and inspired blind individuals of all ages and walks of life to become self-sufficient contributing members of society. A rough estimate of her pupils runs well over 1500. Many of them are residents of other states, who, having heard of her "teachings," came to Louisiana for her help. There is no limit to the countless number of sighted persons who have gained inspiration and renewed zeal to live and succeed after watching this courageous little lady as she has gone about her daily routine of living a happy and completely useful life.

Born in Austria, Hungary, she had the misfortune to lose her eyesight enroute to America. Her vital interest in everything, her inquisitive mind, nomadic spirit and ventureness, enabled her to "see" her adopted land far more clearly and accurately than many of the more fortunate native-born. A misfortune, which could have embittered and warped her personality, turned into a stepping-stone to a life of richness and happiness completely devoted to service to those less fortunate.

She attended the Louisiana and Illinois Schools for the Blind and Tulane University. Realizing her advantages, and recognizing the need of the less fortunate blind persons, Miss Sadie set about to improve the lot of those in the City of New Orleans.

Several years of private teaching were followed by a period of volunteer service with the St. Margaret's Daughters. The first Braille class in New Orleans Public School System was organized and taught by Miss Sadie. Her charity work pointed out the need for organized services for the blind. Friends and enlightened citizens of New Orleans built the Lighthouse for the Blind primarily for Miss Sadie's use in further developing and carrying out her work for the blind in that city. This grew into a full-fledged workshop employing many blind persons, and is today a very active agency in New Orleans.

The State Board for the Blind was established in 1929, and Miss Sadie became one of its first staff of home teachers. When the services for the blind were transferred from the Board to the Louisiana Department of Public Welfare, Miss Sadie became a member of the Bureau for the Blind and Sight Conservation of that Department. In 1954 AAWB certificated her as a home teacher.

Miss Sadie officially retired in April of this year after 43 years of loyal and devoted service to the blind. Of course, most of the blind do not know she has retired because she continues on a volunteer basis to serve those to whom she has devoted her life.

It has been my good fortune and privilege to be the honoree's supervisor for 18 of her 43 years of services to the blind. I have never known her to be cross or disagreeable. She has not always been happy about situations and agency policies, but she has made the best of them, if she could not change them. I can assure you, however, that she was very adept in circumventing situations she could not change. Truly she has set a record of service to her fellowmen, which is almost unbelivable in its scope and accomplishment.

Miss Sadie, in addition to your great accomplishments, your bright, cheery manner has endeared you to everyone whose life has been blessed by just knowing you.

On behalf of the Committee of Awards of the AAWB, I have the privilege of bestowing upon you, Sadie Jacobs, the Alfred Allen Memorial Award, with the rights and privileges and honors it carries.

American Association of Workers for the Blind, Inc.

Presents to

Sadie Jacobs

The Alfred Allen Memorial Award

In Appreciation of Outstanding Service to Blind Persons

Presented This 7th Day of JULY, 1959

In the City of Detroit, Mich.

Roy Shumpe
Chairman AAWB Awards Committee

H. A. Wood
President

Donald C. Walker
Executive Director

ACCEPTANCE OF THE ALFRED ALLEN MEMORIAL AWARD

Sadie Jacobs, Home Teacher, (retired)
Bureau for the Blind and Sight Conservation
Louisiana Department of Public Welfare
New Orleans, Louisiana

When I learned that I was selected to be this year's recipient for the Alfred Allen Award, I was surprised, indeed, and deeply touched. I have attended many presentations of the Shotwell Award at these Conventions, and little did I dream that I would be considered worthy of any such an award for my work.

Soon after my graduation from the Illinois School for the Blind, I returned to my home in New Orleans. There I found little or nothing being done for the adult blind, and so, my work, which I planned long before leaving school, began. And I am happy to say that I am still doing it.

I have retired, but only from official duties, for I intend, God willing, to continue doing all I can for the adult blind.

Let me take a moment here, if I may, to give thanks and appreciation to the fine staff of the Bureau for the Blind and Sight Conservation of the Louisiana State Welfare Department. Their leadership has been an inspiration to me over my many years of association with them. They were always willing to take time to discuss ways and means to provide more and better services to the blind of Louisiana. This certainly made my job easier and is one of the reasons why I am receiving this great honor this morning which is too wonderful for words. It it especially significant to me, as it is being given in memory of our dear and greatly admired and beloved friend, Alfred Allen. My association with Mr. Allen was principally through correspondence while he was Director of the Hadley Correspondence School. He was most helpful to me then in advising and selecting correspondence courses for some of my clients. He was always kind, understanding and ever-ready to give a helping hand. I always looked forward to the meetings of the AAWB with great anticipation because he would be there. He was a very busy man, as we all know, yet he never failed to find time to have a little chat with me, which I appreciated very much.

I sincerely hope and pray that this award, the Alfred Allen Award—may ever be a great incentive and inspiration to the recipients who are to follow in future years. And now I want to thank all my kind and wonderful friends for making this recognition of my work possible. And for this precious gift, [Braille wristwatch] I am most grateful. I shall treasure it among my fondest mementos.

AMBROSE M. SHOTWELL MEMORIAL BANQUET

PRESENTATION OF SHOTWELL MEMORIAL AWARD MEDAL TO MRS. LEE S. JOHNSTON

V. S. Harshbarger, Chief, Bureau for the Blind
Jefferson City, Missouri

Although I have known our honored guest for a long time, I think my first official contact with her marks the day when I began to understand her philosophy and her devotion to the cause to which she gave, and still gives, the best and most fruitful years of her life. She called me into her office that day and proceeded to sell me on placing a blind girl as a typist in an office which I was supervising. I demurred, I wasn't sure. The staff, I knew, wasn't sold on the idea. If I let her sell me, I'd have to sell them. So I resisted. Well, to make a long story short, the girl she represented that day is still successfully employed—and I have never been the same!

Lee Johnston accepted an appointment as Executive Director of the Missouri Commission for the Blind at one of the most difficult points in the history of that agency. For over four years, there had been no agency organization, no staff, no money with which to function. Programs which had been built up through the years had died, and any attempt to provide services for blind people, other than a meager state pension, would require laying new foundations and building from the ground up. Mrs. Johnston accepted the challenge and proceeded to breathe new life into those dead programs of the past. And a new life it was—with a new approach and a new philosophy.

The new approach was to build on a state-wide foundation of demonstration, education, and good community organization. Committees were formed in every county of the state; state-wide advisory groups found themselves involved in thinking through and making decisions on problems they had never seriously thought about before; state legislators saw at first hand the results of creative services in prevention of blindness, home teaching, and employment of blind people; and members of the medical profession of the state found themselves spending their weekends fording streams and climbing Ozark trails with a tireless little lady who was determined that no one should go without medical care for his eyes because he was too sick or too old to get to a doctor.

I am told that this new approach was even inherent in her appointment, since she refused to accept the position without the personal assurance of the Governor that she would have a free hand, devoid of all politics, in the selection of qualified personnel and the building of services.

The new philosophy was not exactly new, even to Missouri. But it had never been fully accepted, and certainly had never been the dominating philosophy in the state's services for blind people. Past programs had been dominated largely by a philosophy of pensions, friendly visiting and specially designed sheltered employment for the blind in the form of broomshops and mopshops.

This old philosophy is summed up, I think, in a quotation in one of the older biennial reports (a quotation, I suspect, which was lifted out of its context): ". . . Most persons deprived of the sense of sight are deprived of such a prime essential that they are unable to engage in industrial employment as other men do who are not so handicapped, and thus to provide themselves, unassisted and single-handed, with the necessities of life." Properly interpreted, this quotation is not too bad, but considered only in terms of helplessness and sheltered employment, it stops far short of where Mrs. Johnston wanted to go.

The interpretation of this quotation and its application can further be summarized by a statement of the gentleman who, nostalgic for the good old days, recently said: "When we operated our broomshop, we only worked our people one-half day at a time—for, after all, you know, blind people tire easily"!

Well, things changed rapidly, and after the first year of vocational rehabilitation, 37 blind people were listed as employed under such occupational titles as "bench assembler," "press operator," "power-machine operator," "electric assembler," and "tacking-machine operator." Only 5 of the 37 were in sheltered employment. The last year that Mrs. Johnston served the state agency she reported 135 such placements.

The development of the program grew apace, and I need not trace the full story here. And, I am sure our honored guest this evening would be the first to refuse to take credit for the things I'm talking about. They happened in many states, she would say, and were given impetus by the passage of Public Law 113, and the re-thinking of things that came out of the agony of the depression and war years.

But I submit to you, ladies and gentlemen, that in the end, it is the people on the local level, who, with open minds interpret trends creatively, and with imagination, initiative and tireless industry put them into administrative practice, who make the difference in the lives of the people programs are designed to serve. For, without that implementation, you can theorize interminably while the mop-shop continues to claim the girl who should be a teacher, the man who could be behind a punch press, and the youth who could be working on his Ph.D. And that is why, I guess, I see the greatest service of our honored guest in what she has meant locally, *personally*, in the lives of literally thousands of people who can call her by name.

No one, of course, can do this on a local level without his influence reaching out beyond all boundaries. That story, I leave to others.

Somehow, Mrs. Johnston, tonight I want to present this award to you with thoughts of the young man who waited on the court house steps of an Ozark town the other day just to inquire how you were.

PRESENTATION OF SHOTWELL MEMORIAL AWARD SCROLL TO MRS. LEE S. JOHNSTON

Arthur L. Voorhees, Program Specialist in Vocational and Rehabilitation Services
American Foundation for the Blind, New York, New York

Our guest of honor is a lady whose sphere of influence had its roots in St. Louis and has spread beyond the borders of the United States. The public record will show that her first intimate work with blind persons began in the late 'thirties when, as Chief of the Professional and Welfare Service Division of the Works Progress Administration, she, among her other duties, organized and supervised projects in the teaching of Braille, Braille transcriptions, sight conservation, library service for the blind, and visual education.

In 1941, she was appointed Executive Director of the Missouri Commission for the Blind which had been without funds since 1938. In 1946, when the functions of the Commission were transferred to the State Department of Welfare, she became the Director of the newly established Bureau for the Blind. In 1956, she retired from the Bureau, but within a few months was called upon to accept the position as Director of the St. Louis Lighthouse for the Blind, and has since been influential in the merger of that agency with the St. Louis Society of the Blind.

With each new assignment came the task of positive program building, either from little or no solid foundation. In each case, under her sagacious leadership, phenomenal growth occurred. Because of this demon-

strated ability as a sound program planner and builder, she has been called upon on numerous occasions to serve as consultant to governmental and voluntary agencies and organizations operating on national, state and local levels. In addition to her qualities as an administrator, she is a genius in the art of organizing volunteer groups to carry out projects in a highly professional manner. The reasons for these achievements are many, but the motivating force has always been a deep and abiding respect for the dignity of the individual—especially the blind individual. Her measuring stick for the value of any new undertaking has always been "of what benefit will this be to blind people?"

This thumb-nail sketch of our guest's professional career reveals her qualities as an outstanding director. The diligence required to have attained her success has in no way detracted from her many warm, understanding, personal and social attributes. In her quiet, unassuming way she has won the affection and respect of everyone with whom she associates. Heads of national programs unceasingly seek her wise counsel, as well as her congenial company. At the same time, individuals from all walks of life — client and counselor alike — with equal regularity make similar demands upon her prudence and her time. She has a compulsion to satisfy all, but when priority must be established, the client always heads the list. Different than most executives, her door is always open to him, and no secretary or receptionist has ever barred it.

There are many good executives; capable consultants are not hard to find; wise counselors are rare but available; industrious workers are scattered among us; the combination of all is unique. Mrs. Johnston, you are such a person, and that is why we respect and love you and that is why you have been selected to be our guest of honor this evening; that that is why we would like to present you with this scroll. (See next page).

ACCEPTANCE OF THE AMBROSE M. SHOTWELL MEMORIAL AWARD FOR OUTSTANDING SERVICE TO THE BLIND

Mrs. Lee S. Johnston, Executive Director

St. Louis Lighthouse Society for the Blind

St. Louis, Missouri

My Deep gratitude to you, Mr. Harshbarger, and to you, Mr. Voorhees, for the very kind and gracious things you have said about me in presenting me with this very great honor; and to all of you in AAWB, my many friends of long standing, thank you sincerely.

In all of the years I have seen this award given to so many whose great contributions to our work has justly earned it, it had never occurred to me that I should one day be the recipient. I am still overwhelmed at the thought and wonder how I have merited it.

I did not come into this field as a technically, professionally trained worker for the blind. Actually, no such courses were being offered twenty-four years ago, but, as Mr. Voorhees has told you, my first contact with blind people was with a blind supervisor and nine blind proofreaders on a WPA project to provide Braille books for the Library for the Blind in St. Louis. That work, which extended over six years, revealed to me the fact that well-trained blind people can perform their tasks as capably as sighted people, and that the sighted worker should regard their problems as simply the problems of *people* who happen to be blinded.

Actually, I have always considered it a

American Association of Workers for the Blind,

Incorporated,
Founded 1895

Lee Summersby Johnston,

Inspired and inspiring leader, who with unfiring courage, patience, fairness and enthusiasm, has brought about a better understanding of the problems of the blind. While your thought and concern have ever been upon the broader view, you have never failed to give unstintingly of your time and abundant knowledge to the many sightless individuals who have sought your aid and counsel. Yours has been

"The heart to conceive, the understanding to direct, and the hand to execute"

In affectionate tribute to a long and distinguished career of service to the blind, we do now in grateful recognition present the

Ambrose M. Shotwell Award

at Detroit, Michigan, on this ninth day of July 1959, and have hereunto affixed our signatures.

Shotwell Memorial Awards Committee

Chairman — President

Member — Member

Executive Director

privilege to serve in this field, and marvelled many times at the good fortune which had led me into it. Whatever has been accomplished by the Missouri Bureau for the Blind during my administration, and in my present work at the Lighthouse, has only been done through the loyal devotion to the program of the entire staff. District supervisors, counselors, home teachers, prevention of blindness workers, plant superintendent, social workers, and clerical staff—all have given of themselves unstintedly without regard to hours of work or distances of travel.

To each of you, my former and present staff members, many of whom are here tonight, should go a part of the honor of this award. It was always a source of satisfaction to know that each one of you could be relied upon to carry through, even when the going was rough. Your own inner reward was the knowledge that another blind person was well on the way toward his own fulfillment as a rehabilitated citizen, taking his rightful place in society.

I am most grateful for the many friendships this work has brought me, for the help, guidance and inspiration so many of you have given me.

When I began in the old Missouri Commission for the Blind, Robert B. Irwin was head of the American Foundation and Joseph F. Clunk was head of the Services for the Blind, which was then in the U. S. Department of Education.

Shortly after I took office, both of these gentlemen stopped off to see me when they were travelling westward. From each of them in turn I learned a great deal, by their own personal examples as well as by the great work they had already accomplished. After coming to know them and to realize how eager they both were to assist a newcomer in the field, I am afraid I must have taken a great deal of their time to reply to my questions, as new problems presented themselves.

Their help was always freely and graciously given. In fact, when I asked Joe a simple question, he would sometimes send a four-page reply.

Later, it was my privilege to go to Toronto and to sit at the feet of that great man who has rehabilitated the lives of thousands of Canada's blind—Col. E. A. Baker; and he, too, gave me much help in pointing the way to a well-rounded program.

I met Peter Salmon at my first AAWB convention. He has always been a good friend and a guiding light.

Then, it was my good fortune to meet our Reverend Toastmaster, Father Carroll, and from him to gain deeper insight into the magnitude of our task—to help in the rebuilding of lives and to broaden public understanding of blind persons and their capabilities.

My association with Art Voorhees has extended over many years. He has always pointed the way to greater accomplishment. To him, and to all the present staff of the American Foundation, I am grateful for personal guidance and for the great amount of research which produces much useful material.

So many others have helped and inspired me, that going on down the list I would be reciting the roster of membership in AAWB. All of you at one time or another, by talks and discussions at annual conferences, and by friendly chats and correspondence, have contributed to my knowledge.

Since 1943 when we, in agencies for the blind, wrote our first state plans to participate in the new Federal-State Vocational Rehabilitation of the Blind, the Regional Office of the Office of Vocational Rehabilitation and the central office in Washington, have been of inestimable help. From Mary E. Switzer down through the ranks, from Lou Rives and his predecessors, from Joe Hunt, the late Donald Dabelstein, and all the staff, including the three fine regional representatives I served under, has come interpretation, encouragement and friendly advice.

In my present work, I owe a great deal to the knowledge of workshops possessed by Mr. Alfred Severson, for ten years Director of the Chicago Lighthouse and now on our Board of Directors.

In the seventeen years that I have been attending AAWB, I have seen this organization grow and mature, discarding time-worn ideas and accepting new and better ones, and striving always toward the ideal of extending to each blind person within the reach of our agencies the services *that individual* needs, remembering always that *every human being is important.*

To keep that thought always before us, to strive to give to each blind person the best we know, to work constantly to broaden and deepen our knowledge, to take time to examine ourselves and our agencies, our motivations, our attitudes, our strengths and our weaknesses, and to have the courage to prune out of ourselves and our agencies whatever does not measure up to our stated beliefs about blindness and blind people, is a goal worthy of our best efforts.

Do we honestly believe in what we say? If we are to succeed in helping to integrate blind persons into the sighted world about them (and we *must* or we are failing in our job) to sell the skills, the intellect and the "know-how" of blind persons to prospective employers and to the public at large, we must begin with our immediate surrounding, our *own* community; use its resources, bring blind people into contact with them, and give sighted people the opportunity of knowing blind people and working with them side by side.

If we are to help in combating the age-old prejudices and misconceptions about blindness that we find everywhere, we need understanding and cooperative effort in every community and among all groups.

No doubt you have been reading as I have of Britian's new "five-year plan" which will be active among the whole British Commonwealth in a battle against the causes of blindness.

Perhaps we in AAWB, as an organization, might have a well-planned, well-directed, continent-wide, five-year plan, to further public understanding about blindness and blind people.

Many agencies are already working toward this goal, bringing local groups into closer relationship with one or more blind—chipping away bit by bit this great stumbling block which stands in the way of greater opportunities for blind persons. As Paul C. O'Neill of the Canadian National Institute for the Blind suggested at the meeting of AAWB last year, AAWB might set up a public relations committee with a view to its becoming a section when the necessary growth and development take place. Perhaps we could have a concerted, all-out effort to bring about this deeper and better public understanding about blind people, and to recognize the handicap of blindness for what it really is, by developing a common understanding among ourselves about what needs to be done. I firmly believe that if we ourselves are honest and forthright and mean what we say, this mountain of apathy or lack of understanding on the part of the public can be moved, and that, in the years to come, if we are faithful to our credo, the blind person may be accepted on his merits as a *person* and for his *abilities*, not his disability.

May we hasten the day!

GROUP MEETINGS AND SPECIAL INTEREST COMMITTEE PAPERS

GROUP A

A REHABILITATION CENTER PLANNED BEYOND TOMORROW

Byron M. Smith, Executive Secretary
Minneapolis Society for the Blind
Minneapolis, Minnesota

When a person like J. Arthur Johnson asks one to take part in a program which he is serving as chairman of, naturally everyone wants to cooperate in every way possible.

It happens that Mr. Johnson at one time was head of the Department of Services for the Blind in the state of Minnesota; following this, he spent many years as Personnel Officer of a large corporation, the Minneapolis-Honeywell Company; and, from there, he took over his present assignment as Executive Director of the Columbia Lighthouse for the Blind in Washington, D. C.

In my estimation, Mr. Johnson has a very real and deep interest in programming for the blind and, along with his many duties in operating his own particular program, he has given unselfishly of his time, abilities and energies on a national level on many, many occasions.

I do not need to tell you that it is difficult to talk too specifically on the subject matter "A Rehabilitation Center Planned Beyond Tomorrow." I will admit it is something we should try to do, because rehabilitation for the handicapped of all kinds is on the move, and there are studies being made which may offer some informative material to those who take on positions of leadership in this rehabilitation movement.

Many of the thoughts which I will review with you this evening are based on material received from Jerry Andersen, Supervisor of our Regional Rehabilitation Center for the Visually Handicapped, located in Minneapolis, along with some of my own thinking and rationalization.

I remember so well in the early days of my association with the Minneapolis Society for the Blind when we tried to put into effect some type of a job-training program within our workshop environment. We had a workshop program, such as it was, and certainly there was no space or thought given to a prevocational facility. Our attempts at job-training were very unsatisfactory. We had little in the way of a suitable outlet for the merchandise we made; therefore employment was most uncertain. The equipment was outmoded, and even the layout of the equipment was poorly arranged. As time went on, we did establish a sales program which gave some stability to our work program and, in turn, we were able to make improvements in

our job-training efforts. At best, we had a number of experiences where a person would be brought in and given some job-training only to find that proper groundwork of preparation had not been made and we had to inform the trainee that his training program would have to be terminated.

We had some experiences, too, where a trainee became an effective worker and, in cooperation with the state agency, he was placed in a job in private industry. On some occasions, even though the worker was efficient on his particular job, he was unable to hold it because of his inability to accommodate himself properly to the environment of the given industry where he worked.

Mr. Potter and I were returning home from an AAWB meeting, when we determined we must do something to establish a prevocational training program. About that time, the Minneapolis Society for the Blind had moved into enlarged and more suitable quarters; so we took a section of this new facility and set up, to the best of our ability, some of the basic elements for prevocational training. From the very start, the results were most encouraging, and visually handicapped people were able, with understanding help and cooperation on the part of staff members assigned to the prevocational unit, to evaluate their strengths and weaknesses, so that we took out much of the guesswork when the time came that we could recommend to the state agency the placement of an individual from our prevocational training program to a job in private industry, or when we would make a recommendation that a job-training program be established for this particular person.

This type of effort went along for several years with enough success so that we continued to make a number of improvements in our curriculum and our equipment. What we have mentioned thus far was done only after a good deal of careful planning between the staff of the State Services for the Blind and the staff of our particular agency.

Perhaps now is the time to turn directly to the subject at hand *"A Rehabilitation Center Planned Beyond Tomorrow."* From the very beginning, we must recognize that a regional center, no matter how carefully it is staffed, how fine its physical plant, how sound its philosophy of treatment, is only a resource for agencies for the blind to use. It is actually just one of several alternatives for treatment that the agency has at its disposal. So, what should we consider as we plan a program of rehabilitation beyond tomorrow?

Some of the things I will say in my discussion from here on have been made possible by the needed advice and criticism and ideas received from heads of agencies we are serving, for, after all, it is their needs we must try to meet. I am sure that any comments which come from Mr. Hanson or Mr. Potter, as directors of agencies which have used our Center, will deal with this point more thoroughly. Needless to say, thoughts and suggestions received from many of our students have been most helpful, too.

Perhaps it would be well for me to try to deal essentially with three topics in my presentation:

I. A review of the development of the Center and its subsequent development as a Regional Center.

II. The current picture — some of the problems in the use of the Center as seen from the "Center point of view," existing needs and existing services.

III. A look at the future, based on our experience thus far.

I. Development of the Center and its subsequent development as a Regional Center.

In my introductory remarks, I have touched upon certain phases in a rather general manner. During this trial-and-error period before our Regional Center was established, we rendered services to 207 persons, the vast majority coming from Minnesota. Again, I point out that, during this period, there was a very close working relationship between the Minnesota State Services for the Blind and the Minneapolis Society for the Blind. Through joint meetings, we were able to evaluate the program and determine where it was weak and where it was strong, and I can say that the program continued to grow more precise in its ability to identify needs and provide for meeting them. This became evident in the fact that the program seemed to grow in favor from year to year within our state, and also in some of our surrounding states, for we did open our doors to a limited number

of referrals from outside the state of Minnesota. In fact, during this trial-and-error period which I have mentioned, the proportion of persons served from outside the state grew from 3 per cent to 33 per cent. We must remember that our space was not large and the number we could serve at any one time was limited to 10 students, 12 at the most.

Perhaps this is the time to mention that the Minneapolis Society for the Blind has assumed the responsibility of administering a program of a residence for the blind, and I may mention more about this later, because the curriculum arranged at the Minneapolis Home for the Blind has been changed a great deal, so it will be increasingly more effective in the part it plays with students who reside at the Home while taking their training at the Regional Center.

The Regional Center idea was proposed to me and others of the Minneapolis Society for the Blind with the thought that we would definitely broaden our services to include prevocational training services to visually handicapped men and women from Wisconsin, North Dakota, South Dakota, Iowa, and Montana, as well as Minneosta. It is true, on occasions we have taken students from outside the territory I have mentioned, and, as it is impossible for me to cover questions which you may have in mind, please feel free to write direct to me for additional details, if you wish. Naturally, the idea of a regional center needed the support of a large number of citizens within the community, along with our own Board of Directors, as it meant the raising of a considerable sum of money to be used with the grant from the Federal Government to enlarge and improve the facilities in which our program had been operating. We had excellent cooperation from the states mentioned. The application to the Federal Government was approved, and our Board of Directors and leading citizens of our community got behind the project, and the necessary funds were provided. This whole undertaking was supported by letters written by directors of programs for the blind in the aforementioned states.

Work on the Center was begun in December of 1956 and completed in July of 1957. Actual operation of the Center began in July. Certainly, this is a very brief explanation of the developments which took place in bringing the Regional Rehabilitation Center into reality. Let me conclude *Point No. I* by saying it has meant a great deal to us to have the active and good support from many of the state agencies involved. It has also been most gratifying to see some of the results obtained and to work with a fine group of visually handicapped men and women.

II. Point No. 2 deals with the current picture — problems in the use of the Center as seen from "The Center Point of View": Some of the Existing Needs and Existing Services.

I mentioned before briefly that the Center is only one of the many resources that an effective program may have at its disposal, but I do not hesitate at all to emphasize that, in my estimation, the center resource, as such, is the most important; the center must be prepared to offer intensive, high quality training, training that can be assured only by having a well-trained staff, representing several professional disciplines. From the beginning, it has been our feeling that we did not want to work with a large number of students at any given time; rather, the work should be very personal and intensive. Training programs cannot be too long and, in saying that, I quickly also say that there is a real tendency that states may insist that the training programs be shortened, and this should not happen. Working with a small number of students, we should be able to terminate a student earlier than anticipated, if he makes the proper progress, and at the same time seek the cooperation and understanding of a state agency to extend the length of the course when the need preesnts itself.

On our own staff we have represented the professions of social work, occupational therapy, physical therapy, education and home economics. It is certainly not news to any of us that, in order to attract and retain skilled representatives of these professions, we must maintain a competitive position with other rehabilitation facilities within the community. There must be the proper environment, the proper equipment, reasonable salary consideration, etc. These things must be taken into account in establishing a cost basis for the operation of a center. Originally, we obtained most valuable help in establishing a

sound cost basis for our program from the person sent out to us from the Department of Health, Education, and Welfare.

Knowing the cost is one thing, and meeting it is another. Suppose you have a center which can adequately take care of, say, 20 students. Let us say your cost per student is based on the average of 17 students and, due to a combination of circumstances, you do not maintain that average of 17. You can see how quickly you would be in financial difficulty. This is the type of problem which the states who have assumed the responsibilities of cooperating with a regional rehabilitation center undertaking should understand and participate in in solving the problem. The original advisory committee composed of representatives from the various states should be able to sit down once or twice a year together and talk over these various problems of curriculum, personnel, cost, etc., and work as a team in keeping the program flexible and aggressive to meet ever-changing needs. Actually, the practical thing would be to have a backlog of students so you could function at all times at maximum capacity and at minimum cost. For example, I remember so well when we had our full student load and everything was running smoothly, and we had a back log of 6 referrals. Two of these referral persons became ill, I left the state, 2 had to be postponed because of lack of funds toward the end of the fiscal year, so we ended up with 1 out of an expected 6. In the meantime, several of our students had completed their training course, so, in a comparatively short time, we were operating in the red and remained in that state until we could gradually, with the cooperation of the various states, arrange for other students to come in and, as you know, this frequently takes considerable effort and time.

So you see when we speak of finances in order to keep a center sound in that respect, the problem is identified closely with a smooth flow of referrals and also the proper use of the center by the states who originally agree to use the facilities and help make it successful.

Yes, we are trying to realize the goal of a regional rehabilitation center that is planned beyond tomorrow. It is my belief that the regional agencies which we serve have the administrative and financial means at their disposal to ultimately assure a professional type of program of rehabilitation that is planned beyond tomorrow. To do this, we must have this teamwork approach and cooperation, and avoid some of the pitfalls which I have briefly mentioned. We must continually try to build a more effective communication between the agency and the agencies using this center. Therefore, I do take this opportunity to communicate this concern to you, not only to those in our general region, but to those of you in other regions who are seeking to develop integrated programs of service between Federal, state and private agencies, whether they be regional or whether they exist in one state exclusively.

I think, from our experiences and the solving of our problems, we can do much to insure a better program at our Center and be helpful to similar programs in other regions so we can all more effectively reach the goal of an ideal program of rehabilitation for blind persons.

III. The third point is a look into the future.

As I have tried to point out some of the problems which face a center, naturally, as we look to the future, we must have confidence in solving some of them. We must do all possible to offer intensive, high quality training and, to do this, I repeat again, we must have a highly competent staff which can be attracted and retained. We must have flexibility in our program to meet the changing needs, not only with our students, but also, as economic conditions change and salary levels change with other types of agencies providing rehabilitation services, we must keep our salary levels on a par with them. This means a close understanding and coordination of efforts between the center agency and those states using the service of the center agency.

As I look to the future, I must emphasize again the importance of maintaining a smooth flow of referrals. In addition, a waiting list is to be sought in order that sound structuring of the group can be achieved. We know that if this is done the value of the group experience of each individual can remain at a very high level.

It should not be necessary for the super-

visor of the center to take clients "catch as catch can," for, if this is done, full value of the center cannot be realized. Looking into the future again, we must emphasize that it is always nice to work toward a more effective communication between the states and the center agency. We must be careful to identify your needs more carefully toward a better understanding of what we are equipped and able to do. It would be of great value to have staff members from the agencies using the facilities to actually visit the center and become acquainted with the staff members and familiarize themselves with the program, so they will know how it can be used most effectively. This so-called "in-service training" is extremely worthwhile in coming to an understanding of a center as a resource for service.

It is my belief that an up-to-date film and brochure, which we are in the process of developing in cooperation with the Minnesota State Division of Services for the Blind, is important to complement what I have mentioned before. This material should be available for use by the agencies using the service, so they can better acquaint the people they look to for support and to understand what the center has to offer and how they can use the facilities of the center effectively.

I am sure that many of you who sit in this group have convictions about the use of an adjustment training center, and most of your thoughts are from the viewpoint of an agency which might use such a facility. On the other hand, it behooves you to understand that staff members functioning in these centers have convictions about their own particular responsibilities also; they must have them if they are to do their job well. It is not only true, but sometimes good, that these two counterparts of service do not always jibe, as long as our convictions are based on a more effective service to our students. If this be true, then we can allow ourselves the privilege, let us say, of a bit of differing between ourselves. We must constantly attempt to get across to each one our points of view and we must never run the risk of remaining at loggerheads for long.

Perhaps, in this spirit, I can say to you that, in my opinion, home teachers, summer schools teaching Braille, and rehabilitation centers are not synonymous. I know that they are sometimes seen as being so, and I state again, that, from my point of view, they are not synonymous, but are supplemental.

Conclusion

In a letter I received from Howard Hanson, he encouraged me to talk more than 20 minutes if I desired to do so, but I must bring my remarks to a conclusion at this time. I wish I could do so with a certain feeling of exuberance and bravado, but such is not the case. We know very well that rehabilitation for all types of handicapped people is moving ahead rapidly. We know that more and more funds are becoming available for this purpose. We know that as service functions expand there is likely to be a shortage of properly trained personnel and, even with the personnel available, many will be inexperienced and untried. We know, too, that we need real statesmanship, on the part of all of us, to avoid duplication of effort in securing equipment which may have little value in the rehabilitation program. We know there must be a high degree of ethics between rehabilitation centers for the blind, in regard to quality of service and justifiable tuition rates. We know it will be increasingly important for agency heads to get together in a workshop atmosphere to exchange ideas and maintain a broad level of cooperation. We know that people who sponsor rehabilitation centers must consider carefully before the investment is made that the structure will not be built and then find an insufficient number of students to justify the investment. We know that in the establishment of rates "the study on rehabilitation centers for the blind" issued by the United States Department of Health, Education, and Welfare states specificially that the tuition fees should cover the actual cost of the training program and, in order to be realistic, one program must not find itself in competition, so to speak, with another program where its program is highly subsidized from outside fund resources.

Unless we use some statesmanship in our efforts regarding rehabilitation centers planned beyond tomorrow, I believe we will find ourselves in a situation which developed within my own community in regard to subcontract

work. We have been doing subcontract work at the Minneapolis Society for the Blind for quite some time. We have continued our efforts for reasons which I must not take time right now to explain to you. Quite recently, we have had other agencies working with handicapped people broaden their programs to include workshop operations and, in so doing, they have sought subcontract work because it is much less costly than manufacturing a given line of merchandise and developing a sales program.

Recently we bid on a subcontract job at $1.65 an hour, and we found in our own Twin City area, one agency bid on the same contract at $.65 an hour, one at $.50 an hour, and one at $.35 an hour. You con see the importance of various agencies getting together and talking over problems which would lead to a situation of this kind.

I cite this particular example which occurred very recently because I feel that, certainly, rehabilitaion centers should try, as they plan their programs beyond tomorrow, to avoid this type of thing.

And now, finally, just another brief reference to a residence for the blind in conjunction with a regional rehabilitation center. I could talk another 20 minutes on this but will just quickly tell you we have learned and are still learning that we must make a number of adjustments to improve our curriculum at our Minneapolis Home for the Blind, because the atmosphere and the experience which the trainees obtain at the residence while they are taking their training course at the regional center is of great importance. Many of you have had the experience of going away to school, and perhaps you have lived in a dormitory. We must not minimize the importance of what you obtained from your classroom, but I am sure we all agree that the experience we received from the dormitory life had a real impact upon our total educational experience. I simply say that we recognize this is true in regard to a student who comes to our Center for a rehabilitation experience.

I hope some of the things I have said have not been too general, but included something specific enough to have made some real sense to you. To me, these are some of the things toward which we must work, and through it all we must try to arrive at a point where consideration of our client must honestly come first. Once we have arrived at a point where we honestly solicit from our student his ideas and have a fundamental belief in his capacity to solve his own problems, we will have gone a long way toward the realization of a rehabilitation program planned beyond tomorrow. This is not to say that the pendulum must swing to the point where we believe that only the student knows what is best for him; here is where our professional judgment comes in. Once our professional judgment is recognized as being helpful, both by the student and by us, we will be well on the road toward achieving professional maturity in this field.

A REHABILITATION CENTER PLANNED BEYOND TOMORROW

C. Stanley Potter, Director
Minnesota Services for the Blind, Department of Public Welfare
St. Paul, Minnesota

Deep in the recesses of the mind of man, as though petrified by time far below the conscious level of his understanding, forged by generations of dimly lit and fleeting observation, are the mountains of misconception which "devastate" blind persons. Is this too strong a term? No, I would add "torment" for your consideration. Not all blind persons, of course, for, in our day, increasing numbers are finding opportunity for development, self-expression and recognition apart from the stereotype. But let us not be deceived by our own optimistic cliches "help the blind help themselves," "hire the handi-

capped — it's good business," etc., the usefulness of which are self-limiting because they categorize human beings around negative characteristics. If you have spent a little time with your clients recently, and this is something which program administrators and supervisors, as well as staff workers, must do, you are keenly aware of the fact that the inability to visually perceive the world about them is not their major problem. We would hasten to recognize that they vary tremendously from one to another in their capacities to assimilate a severe negative experience, but you know that the struggle is with both profound and temporal questions which arise rather directly from assumptions about the attitudes of persons around them toward blindness—Fear that the marital relationship is interferred with or destroyed; that the affection of one's children will be lost; that one's employer will consider him useless; and concern that neighbors and companions will first pity and then drift away. The task of reconstructing the physical world is substantial, but to many the search for hope and any semblance of serenity is far more illusive. This is likely to be so because the person who loses his sight will focus heavily upon that segment of his attitudinal structure which relates to blindness which, as a seeing person, he drew from our culture but with which previously he concerned himself but little.

Last fall, it was my privilege to speak to the Section on Research and Demonstration Projects and the Section on Work with the Blind at the National Rehabilitation Association Conference at Asheville. At two points in this paper, remarks made then are pertinent to my subject tonight. Since a number of you were in those audiences, I shall ask for your forbearance with the promise that I shall briefly summarize the repetitous material. I promise, too, that I shall soon discuss "The Rehabilitation Center Planned Beyond Tomorrow," but I cannot plan a rehabilitation center or any other approach to a problem without some defining of the nature of the problems with which it must be designed to deal. There is, I think, a lot of dense fog, both in work with the blind, and among those groups around our periphery, whose areas of major interest border on ours. I believe we have a responsibility to define, clarify and consolidate our philosophy and our practice. We hear in many quarters persons whose task it is to approach disability in general attempting to group all of the disabilities into a single mold, including blindness, as though the approaches, skills and services needed were really the same for all.

Only last week I was asked by a community agency for the blind from a city in another state to comment on a plan being put into effect by the Community Chest and Council in that city, the characteristics of which plan are summarized in the following paragraph quoted from a release by that Chest which describes the functions of a "coordinating center" which they are establishing, beginning with five of the community's agencies, including the agency for the blind:

"The Coordinating Center will do all intake and record keeping for these five agencies . . . All referrals will be from physicians, and these agencies will serve only clients of the Center and provide those services designated by the Center. The Center will keep all records and determine the fee to be charged. The Center will have a team qualified to evaluate the needs of each client and administered by a director of the Center. The Center will also accept administration of the available sick-room equipment now administered by agencies directly and indirectly involved in the program."

May I read two of the milder paragraphs from my response? "Attempts at coordinating the services of community agencies are to my mind desirable. I also have no objection to the charging of blind persons for service if they can afford to pay and if this is the pattern with respect to other social services for other groups in the community. It is proper, too, that blind persons use the generic, social, psychological and medical services of the community in which they live, but they must also be able to come freely, easily and directly to the agency for the blind for technical services relating to blindness, or most will not come at all. They must be able to come with any problem they wish to present and it should then, I believe, become the responsibility of the agency, after hearing the presenting problem, to be sure that all of the resources of the community which are pertinent are used. I should add, too, that it is

essential to recognize that, if a blind person wishes to take his problem originally to a physician, to a central coordinating bureau, to the family service agency, etc., this right must also be respected by your agency.

"It seems clear that under the plan being developed in your community, however, the blind person who seeks Braille instruction, a white cane, a guide dog or a job, would be expected to assume that he should take this request to a physician. I am sure that this will not occur to the prospective applicant, nor will it seem any more rational to him than it does to me. If he knows he needs a physician, he will seek one. If he needs a physician and does not know it, this must be interpreted to him by your agency while meeting the need which he does recognize."

Thinking in this community is obviously oriented to the idea that all handicapped persons have the same kind of needs, and that these are primarily medically oriented and medically diagnosable. I think it obvious that it is the firm responsibility of any professional worker or agency to determine that each applicant for any kind of service has had ophthalmologic diagnosis and any appropriate treatment, as well as general health care. But when he has been discharged medically, he must be free to apply or reapply, for the kinds of service which he believes he can use, to any of the agencies of the community.

Within work for the blind we have a problem, too, since there is frequently a tendency to deny our own assertions of the rehabilitative and integrative capacity of our clients by our own attitudes and practices. Many of our agencies still attempt to be all things to all blind people, and fail to recognize the usefulness of all the resources of the community to them. This further isolates the blind person from his community, rather than strengthening his relationship with it. The rebuilding of this relationship with his community should, I believe, purposefully begin soon after the onset of disability. The agency or worker which intentionally or otherwise seeks continually to consolidate its relationship with its client hedges him in and creates dependence, and there is no metamorphosis which will reverse this trend by finally placing him in the hands of an employer. Do we know how to sever our relationships with clients who no longer need us? When we close our cases, do we feel genuine gratification if they close their cases on us?

Let me restate the position we have taken in Minnesota on this point. Blindness is a sensory disability. Its prime characteristic is that it interferes with the flow of information from the outside world to the brain. It creates a severe communication problem, since studies reveal that in seeing persons 85 per cent or more of sensory experience is visual. This means that the comparatively little used channels become the sole arteries of awareness, and that the development of a vast new set of skills which are peculiar to the needs of blind persons must take place if personal effectiveness is to be regained. A reasonable concomitant of any such severe experience is the host of concerns and anxieties referred to earlier, which are likely to be dramatically amplified by the position and character of blindness in our culture. These emotional problems, however, are not characteristic of blindness, but are created in varying degrees in various persons by many kinds of intense, negative, human experience. We then see that blindness presents two kinds of problems: (1) The need for development of a host of characteristic skills; (2) Frequently the need for help with emotional and psychological stresses. We recognize, then, the role of the agency for the blind as threefold: (1) To provide consultative services to the appropriate social, educational and medical resources of the community, to give them confidence and assistance in applying their generic skills to the problems of blind persons in their communities with which they can appropriately deal; (2) To provide, on a direct service basis, in cooperation with the community, the technical services — orientation, skill-training, specialized vocational services — which lie beyond the scope of non-specialized agencies; (3) To carry on a public education program designed to fortify the status of and raise the level of public expectation of performance of blind persons.

In the development of rehabilitative programs for the blind and their interpretation to the public and to our clients, we must recognize that it is our purpose to develop a new understanding, based upon a social idea in conflict with the culture of the past. May I review

briefly the antecedents of this conflict? In a primitive culture in which the individual must meet all of his own needs by his own devices, it is obvious that a blind person could not function. Therefore, he did not survive. The birth of such a child soon became looked upon as a bad omen and an evil judgment of the gods. Blindness and fear early formed an unhappy partnership which we still sometimes see. Blind children were commonly destroyed early. With the rise of the modern religions, the old attitudes toward blindness became inappropriate, as did the previous methods for coping with it. A brief study of biblical references will reveal the substitution of attitudes of pity and sympathy of gross intensity, and it is interesting to note the almost complete absence of any interpersonal relationship with seeing people or feeling of fraternalization. The intent to provide for physical survival is clear, but the identification with disease, uncleanliness and poverty is prevalent. This set of impressions did not replace the old, but were additive and made more complex the contemporary set of awarenesses. Later asylums were erected to provide shelter and survival for blind persons set aside from the stream of Society's relationships. Any gross, apparently uncorrectable injustice, considered divinely inspired, sooner or later calls for some rationalization which will square it with common concepts of justice. From this need arose the theories of extra-sensory compensation on the one hand, and, on the other, the concept that some must be deprived for the edification and to develop the appreciations of others. Again, these reactions became cumulative and further distorted the confused and variable set of impressions. The incidence of blindness was small enough and the cultural guard strong enough so that comparatively few persons experienced prolonged relationships with blind persons which might have helped develop more valid understanding. It must be pointed out, too, however, that blind persons are a product of the same culture, and that losing one's sight does not automatically relate insight into potentials which he might possess. We must assume then that blind persons are not likely, in any substantial numbers, to exceed the level of public expectation of them, nor will the level of public expectation rise substantially beyond the performance of blind persons which it observes.

What then, is our hope for improvement? How substantial can be the product of our effort? What shall be the objectives of our work? It is with an awareness of this background, and humility in the face of so great a human problem, the difficulty of which is exceeded only by its urgent need for resolution, that we have been attempting to build an aggressive and effective cooperative effort.

Why do I speak of urgency after tracing the status of blind persons through millenniums of time? I do because it is our conviction that substantial and significant changes have taken place within the lifetime of most of us. Interdependence and universal vocational specialization almost suddenly characterize our society. Vocational accomplishment is no longer dependent upon a wide diversity of skills. This is vastly to the advantage of atypical persons who could not meet the old standard of diversification, but who may select those performance areas in which they experience little or no limitation, and thus compete successfully. Since vocational success and economic status rank high in the value system of our culture, this carries implication for social acceptance that must not be overlooked. You know, as do I, that the last great war, with all of its tragedy, did provide the beginning of our new chance in the field of employment. We must accept seriously the opportunity which continued high employment and the flexible, idea-hungry time in which we live presents to us.

It was in 1950 that we opened, in cooperation with the Minneapolis Society for the Blind, the Rehabilitation Center. We later withdrew from any administrative role, since it has generally been our policy to encourage the voluntary agencies of our state to manage the facilities needed as a part of total program. Under the promotion and administrative leadership of my colleague of fifteen years, Byron Smith, the Center expanded through Federal, state and private support, and became a facility serving a region, housed in new and very attractive and suitable quarters. During the first years of operation, the curriculum and program planning was done jointly by the state agency and the Society and, in recent years, state personnel from surrounding states

have participated in this important process. Foremost among them has been Howard Hanson, my fellow-director, who is a very wonderful neighbor for anyone to have. I am sure, too, that each of the Center directors has contributed in his turn, but I would be remiss if I failed to single out Jerry Andersen, whose interest and dedication has been strong, indeed, to the Center and to the profession of social work which he represents.

I have taken some time to background somewhat the problem of blindness in our society, its affects upon our cultural frame of reference, and upon persons who must live with it as a personal characteristic, since this frame of reference is essential to any interpretation of what the Center does, what we want it to do and what we shall cooperatively build into its future. Our state staff of rehabilitation workers and counselors have, as Mr. Smith has said, a number of alternative approaches to the solution of rehabilitation problems, from which they must select according to the client's needs and interests. They recognize, too, that the blind person is the ultimate architect of his rehabilitation, and that his decision must weigh heavily upon the services which he will or will not use. A newly blinded person may be very willing to have others make decisions for him and may be receptive to suggestions, because he has lost confidence in himself. This has been called psychologic vulnerability. The skillful worker will accept dependency from him only to the extent necessary to protect him from frustration beyond his point of tolerance, and will tactfully encourage and require that he assume responsibility for his affairs, including decisions involving the course of his rehabilitation as he is capable of assuming this load. The newly blinded person, however, begins very quickly to invest strong effort and anxiety into making some kind of an adjustment to his problem in the hope of becoming more comfortable. If his first try results in a poor adjustment, he is not likely to put the same effort into an atempt to start over.

Almost all newly blinded persons can benefit immeasurably from the concentrated program of the rehabilitation center and from an opportunity to straighten out their thinking away from intimate family and friends who are suffering vicariously the same disorder. The high proportion of admissions, I think, should be newly blinded persons. Earlier case finding and initial rapid medical referrals are crucial. These problems are being approached through another facet of our program which is developing in cooperation with medicine and consist of improved detection, screening and social service referral systems. It has also been necessary to utilize Center services for a number of young persons whose blindness was congenital or acquired early, but who are socialized as blind persons and who were not provided in school programs adequate skills for attitudinal help sufficient to produce secure personalities. These trainees of the Center have frequently benefited substantially, but the lateness of the effort is a tragic reflection upon the effectiveness with which we apply well-known principles of special education and child welfare. It is so crucial that you in your state and we in ours give maximum attention and effort to the support and development of services of fine professional quality for parents and preschool and school-age children and well-conducted, integrated educational programs wherever at all feasible. We cannot expect to effectively reverse the course of childhood with a few months of any kind of service. We have in our office, available for the asking, a survey of the literature in these fields which we will be glad to send you. If you are interested in a copy, drop us a note asking for the Taylor-Cunningham Survey. Our address is 117 University Avenue, St. Paul 1.

I have been saying that our hope for the future and for an accelerated improvement of the climate in which blind persons must live rests almost entirely upon increasing the proportion of persons who are comfortable, confident and able enough to be recognized and valued by the people about them for their human rather than physical points of distinction, their personalities, their interests and their abilities. As these are central points of interest, blindness is rendered unimportant and innocuous. Our best candidates are children and newly blinded adults.

The medical handling of disorders of the eye is substantially different from that of many other disabilities. This, combined with other characteristic problems quite peculiar to sensory interruption, results in rather sub-

stantial differences in organization and program content between rehabilitation centers for the blind and those which have been developed to serve other groups of handicapped persons. Corrective eye care is usually brief or intermittent, frequently decisive in its outcome, and is provided in the ophthalmologist's office or the hospital, and the use of elaborate equipment or prolonged medical therapies so valuable to persons with orthopedic and neuro-muscular involvements, is generally not applicable. The medical aspect of center programs is, and is likely to remain, largely oriented to surveillance with reference to general health and the regulation and supervision of patients with systemic problems, diabetes, etc., plus the use of psychiatric services which may be required by individual students but which may also be profitably employed in group therapy. I am assuming in this statement that thorough medical diagnostic work has been done by the patient's ophthalmologist and physician and that appropriate treatment has been provided prior to center enrollment. Low-vision-aids service must also be available at the appropriate time, both to the center and the state rehabilitation agency.

The rehabilitation center for the blind of the future will be built upon the foundation of today, which I believe to be sound. We will develop a keener understanding of the meaning of the past and orient therapy more skillfully to neutralizing the stereotype which a client almost surely brings to his new experience. We will provide for the newly blinded person, who in time will almost exclusively make up the center's clientele, an opportunity to more rapidly and more surely and more completely attain goals essential to the recapturing of any sense of personal effectiveness or well-being which he may have lost. These goals are not different from those toward which we currently work. They are designed to permit each client to:

1. Manage himself in his physical environment. Order his own whereabouts using his remaining senses, physical devices and, when needed, other persons, gracefully and unobtrusively.

2. Communicate effectively with others so that he need not sacrifice his privacy for an interpreter when he wishes to relate to another person in written or oral form.

3. With his newly acquired characteristics develop social experience in an environment conducive to experimentation, in which the threat of social disapproval is greatly reduced, and broaden these relationships as he can tolerate them.

4. Reestablish short-term aspirational experiences necessary to vitality, and sustain the long-term motivational objectives which provide direction and purpose to life. Both are frequently retarded or severed by depression and the negative concept of the prototype discussed earlier.

5. Rebuild feelings of self-worth by learning to compete again. Center staff can skillfully select areas in which needed successes will be achieved by progressively grading activities to meet individual interests, needs and ability assets. Skillful staff may also employ levels of competition which will be non-threatening, progressing from self-conception to comparison with group performance, and finally to contests between individuals as appropriate. Without center services, in the home environment tasks and competitive situations are likely to present themselves at random and may produce setbacks difficult to overcome.

6. Correct erroneous beliefs about the cause of the disability and present healthy rationale with respect to attitudes and behavior of non-handicapped persons toward the disabled person. Assist in the selection of positive values and the selection of a way of life, modified only as intrinsically necessary.

7. Move from dependence to independence to interdependence, without becoming hung up on the crutch of disability.

8. Experiment with tasks and activities, discover and begin to develop those performance areas in which each client is least limited.

A well-administered, competently staffed rehabilitation center is the best place for many, and the only place in which some blind persons will learn that accomplishment is more satisfying than the dependence to which his disability has offered him a free ticket, and he has a future, modified to be sure, but substantially retrievable by him.

Built into the rehabilitation center of the future, and to other aspects of our operations, we must incorporate ever-improving methods

and carefully contemplated designs to measure and evaluate the product of our effort. Mr. Smith, in his paper, made repeated references to quality of staff and quality of service. How right he is! We must exercise constant concern that we effectively apply the substantial fund of knowledge of our time and that we purposefully build upon this staff and tools for the development of improved insights. The substantial available grants for research and the interest of university personnel are assets not to be set aside. Substantial credit for these and other broad resources which we have available in vocational rehabilitation goes to E. B. Whitten and the leadership which he has given to the winning of Congressional support.

In closing, may I just pay a few moments tribute to our chairman. In 1943, J. Arthur Johnson was the Director of the Minnesota Rehabilitation Service for the Blind. Thirty days after he employed me as a vocational rehabilitation counselor, he left for employment in industry. Perhaps he felt that he had made a horrible mistake from which he could not retreat, but, in the year that he was with the agency, he placed 135 blind persons in employment. This was several times any previous record. How naive I must have been to confidently accept employment under a person who established such a pace. When Art moved back into work with the blind, I had further evidence that there must have been something wrong with his new employee rather than the field. I still don't know what it was, but we have been fast friends for nearly sixteen years. Perhaps some day he will confide in me. I am pleased to have enjoyed so long a relationship with a person who so vigorously and so ably contributes so much.

A REHABILITATION CENTER PLANS BEYOND TOMORROW

Howard H. Hanson, Director
South Dakota Service to the Blind
Pierre, South Dakota

When I first noted the theme of this session, "A Rehabilitation Center Plans Beyond Tomorrow," I wondered what relationship this theme would have to the paper I am to present here. Just how should I blast off with this interagency missile so that the target will be apparent to all. Probably an historical outline of events leading up to the Regional Rehabilitation Center would best set the stage for the countdown.

In terms of age, our South Dakota agency is relatively new in providing services to the visually handicapped. The Department was created in 1943 to serve an area of 77,000 square miles with a total population of some 700,000 persons. It was not long before the Department realized the advantages a client had when he had successfully made his adjustment to blindness. The well-oriented client had little trouble with his vocational training or placement. But the client who had not yet taken the steps necessary to prevocational independence was penalized by being placed in a vocational training setting or on a job. He had then to make both adjustments simultaneously—first, his own personal adjustment, and then his adjustment to the new surroundings requiring personal application. Naturally, many failed in their attempt.

The only prevocational training given in these early years was that training a student received at the School for the Blind, which was practically nil. Also, what were we to do about the person who lost his sight after becoming an adult? The Department's early answer was a summer session at the School for the Blind which provided a partial solution for some people. Later, home teaching services were added to the services available, with primary emphasis being placed on personal adjustment. The combination of using the adult summer school and the home teach-

ing services assisted in many cases; however, the potentialities of such a combination are definitely limited. The intensive training of a summer session is only available once a year, thus making it necessary to hold clients ready for such training until the session is available. Home teaching services are very effective in many cases, but the geographic area to be covered prevents having a very intensive training relationship. Obviously, the answer to this dilemma would be a rehabilitation center which could function continuously throughout the year. South Dakota has a blind population of about 1,600 persons. There would not be sufficient demand for center services to make it economically feasible to operate a center in our state. Therefore, the Department attempted to meet part of the need by purchasing services from available facilities outside the state's boundaries.

This historical development will, undoubtedly, parallel the growth of many agencies throughout the United States; however, now we come to the point of departure in the history.

North Dakota and Minnesota were confronted with similar prevocational problems and were seeking a solution. The answer was found in establishing a Regional Rehabilitation Center in Minneapolis, Minnesota. We had previously used the Minneapolis Society for the Blind's facilities, so they were fully aware of our needs. The Federal grant application for this rehabilitation center, therefore, received our hearty approval, and we welcomed the day when the facility was to be opened for business. Thus, states utilizing the Center are represented on an Advisory Committee so that each agency involved can be appraised of the other's problems.

A good illustration of this two-way street for problems and solutions is found in the following situation: One of our farm persons lost his sight as a young man. He desired a rural vocation and, with the loan company, owned his own farm. Rehabilitation centers are noted for their effectiveness in teaching travel technique in the city but, in this case, we needed farmyard orientation, instead. We posed the problem to the Supervisor of the Center, and a plan of travel-training was arranged utilizing paths in the parks and actual situations to develop necessary travel skills.

Going to the other side of this two-way street and the administrative problems facing every rehabilitation center, one of the knotty problems facing each center is how can we maintain full enrollment of trainees, thus preventing the necessity of increased tuition fees and at the same time prevent the development of too long a waiting list for admission dates. We all realize that timing is important in the success of a rehabilitation plan and, therefore, the admission date at the center becomes important to the client. The Advisory Committee suggested that the Supervisor prepare and circulate a Newsletter to each agency utilizing the Center's services. This letter would contain current enrollment data, completion dates for trainees, and anticipated admission dates that would be open. The success of this letter cannot be measured at this writing, since it has only been in existence for about six months. However, it is hoped that agencies will be in a better position to schedule Center-training for those clients in need of such training. It is hoped that this method will also assist the Center in maintaining a steady flow of trainees completing their work.

These two examples illustrate the usefulness of an Advisory Committee in a rehabilitation center setting. We all feel that we are a part of the Center and that we have a part to play in its operation. I am sure that I speak for each agency when I say that we deeply appreciate everything that the Minneapolis Society for the Blind has done and will do to make the Regional Center Program a success. With the fine cooperation evidenced by everyone concerned, it will not be at all difficult for this Regional Rehabilitation Center to plan beyond tomorrow.

THE REHABILITATION CENTER BEYOND TOMORROW

E. B. Whitten, Executive Director
National Rehabilitation Association, Washington, D. C.

In this convention, you are reviewing progress made in work with the blind during the past twenty years, taking a close look at existing programs, and trying to project them into the future as much as twenty years. It is difficult to interpret history accurately; it is more difficult to really understand the present; it is even more difficult to forecast the future. In spite of this, however, I am sure that we can all benefit greatly by our efforts to do all three. You have asked me to talk about the rehabilitation center of the future. What I tell you must be based, of course, on trends that I think that I see developing at the present time.

For the purposes of this statement, we shall define a rehabilitation center as a program of services organized in such a way as to encourage the interdisciplinary approach in helping severely handicapped people attain their rehabilitation objectives. The services will be concentrated under one roof to the extent that this is practical.

The rehabilitation center is here to stay. It has been clearly demonstrated that a properly organized and administered rehabilitation center facilitates rehabilitation for many, and makes rehabilitation possible for others who could not have obtained their objectives without the center. In spite of this, however, we find a relatively small percentage of seriously handicapped individuals, including the blind, who are actually being served in rehabilitation centers. We believe there are two reasons for this: First, present centers are inadequate to meet the total needs of the handicapped; Second, people working with severely handicapped people in the rehabilitation agencies of the country, public and voluntary, do not yet understand how the most profitable use can be made of existing rehabilitation facilities. As new centers are developed and old centers expanded, we may expect the educational process to result in a better understanding of the rehabilitation center's proper use. We confidently expect that, during the next twenty years, the rehabilitation center will come to be accepted as a focal point in the rehabilitation of an increasingly large percentage of the nation's handicapped individuals.

We may also look forward to the development of definitive standards for the classification and evaluation of all types of rehabilitation centers, including centers now called workshops. The rehabilitation center is a hybrid. It has medical, psychological, educational, and vocational aspects. It acquires representatives of a number of different professions for a successful operation. Standards commonly applied to hospitals, educational institutions, or industrial establishments do not apply to rehabilitation facilities. Efforts to develop criteria for classification and evaluation of rehabilitation facilities is now under way. We may confidently expect that, during the next twenty-year period, much progress will be made along this line.

Thinking about standards brings us inevitably to personnel problems in connection with operating rehabilitation facilities. As yet, we have no generally accepted programs for the training of some of the personnel of rehabilitation facilities. This is notably true of administrators and workshop supervisors. Determination of the training needs of rehabilitation counselors is in its infancy. I believe we may look forward to the availability of suitable training programs for practically all persons to be employed in rehabilitation facilities. The encouragement of the Federal government and the states, with the assistance of colleges and universities, should make this possible.

The next twenty years should also see a shakedown in the operations of rehabilitation facilities, resulting in comparably more efficient and economical operation. There seems

little doubt that some rehabilitation facilities, maybe most of them, have overdone the teamwork approach to rehabilitation. Important as this concept is, we believe it will be demonstrated that multiplying the number of persons participating in a teamwork process does not necessarily proportionately increase the effectiveness of its operation. It is likely that simpler and more direct methods will be found, through which many of the problems of handicapped people can be solved.

Finally, I believe we may look forward to encouragement from the states and the Federal governments in the development and the improvement of rehabilitation facilities. Federal aid for construction has been available for some time, although limited to comprehensive rehabilitation facilities. I believe we may expect additional Federal support to be made available for the construction, equipment, and staffing of many types of rehabilitation facilities for which Federal funds cannot now be used. The National Rehabilitation Association is now promoting S772 (H.R. 3465), one title of which will provide for a Federal program to assist the states in establishing, equipping, and staffing workshops and other rehabilitation facilities.

Although the rehabilitation center, or facility, will play an increasingly important part in rehabilitation of tomorrow, it can never be expected that it will in itself be able to meet all rehabilitation needs of handicapped people. The general and specialized hospitals, vocational and academic schools, and many other community programs, must be geared to recognize the needs of handicapped people and contribute toward their solution. Only in this way can we expect the handicapped to obtain equal opportunity in the years ahead.

GROUP B

THE DYNAMICS OF RESEARCH FOR AGENCIES FOR THE BLIND

Dr. Herbert Rusalem, Director
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There is an interesting dichotomy in current thinking about research. In medicine and science, the man-in-the-street perceives a fundamental value in research. The growing tangible evidence of our material and physical well-being gives adequate testimony to research contributions. Unhesitatingly, we will support expensive, long-range plans to improve the mechanical performance of automobiles, air-conditioners and prepackaged foods. Equally spontaneously, we advocate increased expenditures for research on cancer, heart ailments, and blindness. However, when research in the social sciences in discussed, we are inclined to lose our spontaneity and enthusiasm. This type of research is less tangible. Its fruits seem less applicable to our daily comfort, satisfaction, and ultimate survival.

Social science research in blindness has something of the same quality about it. Attitudes of individual executives and other workers serving blind persons range from downright distaste, through suspicion and hesitation, to wholehearted acceptance. However, acceptance is still the less frequent response to research concepts. Although much progress has been made in the past decade in our thinking about research, the evidence points to research retardation in service to the blind. Some of this evidence is clearly demonstrable. For example, under P. L. 565, the Office of Vocational Rehabilitation has been making research grants to agencies and institutions for projects relating to rehabilitation. In structuring these grants, OVR has encouraged service-oriented as well as "pure" projects. Yet, of the total of 143 research and demonstration projects approved from January 1, 1955 to March 31, 1959, only 11 (7.4 per cent) were in the area of service to the blind, and of these, only 6 (4 per cent) were sponsored by agencies for the blind. This rate of approval is directly linked to the rate of application. In essence, agencies for the blind have applied for such grants in modest numbers. Similarly, an examination of the literature of rehabilitation for the past ten years indicates that service to the blind has lagged behind such disability areas as cerebral palsy, mental retardation, emotional illness, tuberculosis, cardiac problems, and others, in the number of research projects undertaken. A cursory examination of the entries in Earl C. Graham's REHABILITATION LITERATURE 1950-1955, and the monthly issues of *Rehabilitation Literature* which bring this volume up-to-date, reveals that relatively few of the research items listed relate to blindness.

If it is true that research interest in agencies serving blind persons is lukewarm, what causes may be offered to explain this phenomenon? Several hypotheses are suggested below:

1. The lack of natural scientists in service to the blind.

The stimulus for research in many disability areas has come from medicine and the natural sciences. Doctors, engineers, physicists, chemists and others are trained to think in experimental terms. The very status of their science rests upon a dynamic advance into the unknown. Their service functions and research functions are intertwined in a single

approach to their professional responsibilities. On the other hand, work for the blind is largely populated by service-oriented personnel who cope with the daily problems of blind persons without reference to the use of the scientific method in their practice. In a sense, the focus upon immediate service fails to create a hospitable atmosphere for scientific research.

2. The type of training of those in service to the blind.

For a long time, specific professional training was not demanded of those entering this field. Subsequently, training in one of the basic professions became desirable. However, we still have a body of practitioners with incomplete professional training. As may be expected, these practitioners do not perceive themselves as research workers and do not encourage research activities in their agencies. Furthermore, even the professionally trained personnel have been much more adequately prepared for service than for research. For example, only recently have schools of social work begun to train students to perform research duties and to use research methods in practice. This current interest in social work is confirmed by the high degree of professional activity of the Social Work Research Section of the National Association of Social Workers and the development of research centers in schools of social work. Even now, however, research training is limited to advanced students.

Vocational counselors, recreational workers, placement specialists, administrators, and others, have been prepared through curricula and personal experiences which do not have a research orientation. Of all the professional groups, the psychologists in service for the blind have been virtually alone in performing well-designed and well-controlled research studies. However, many of these studies have appeared in journals which have been inaccessible to the practitioner and have been couched in language and concepts not easily managed by non-psychologists. As a result, some of these painstakingly compiled findings have not been applied to practical problems. One outstanding example is the work of Dallenbach and associates in determining that hearing plays a crucial role in the perceptions of obstacles by blind persons. As yet, we have not been successful in incorporating these findings into programs of mobility training.

3. The insularity of service to the blind.

There has been a ferment in rehabilitation recently. Much of this ferment has centered around demonstration and research projects, the findings of which hold potential value for all who work with disabled persons. For example, there have been investigations into the effect of self-concept upon rehabilitation progress, the attitudes of prospective employers of disabled persons, and the development of scales and techniques for evaluating employability. These research projects have stirred up important interest and discussion at meetings and have contributed to sharpening the thinking of agency personnel about their own situations.

Traditionally, workers for the blind have seen their field as confronted by problems that are unique. They have felt, in part, that blindness is different from all other disabilities. Except for a small number of outstanding exceptions, they have tended to function professionally within a relatively small circle composed of other workers for the blind. This in-grouping feeling has lent a certain degree of unity and security to the field, but it has also deprived it of the stimulus of new ideas flowing in from other areas and from other disability groups. Thus, the rising tide of rehabilitation research interest, in general, has not completely penetrated into the membrane that some workers for the blind have built around their area of functioning.

4. Fear and insecurity.

Most of us in service to blind persons willingly acknowledge our current state of imperfection. This acknowledgement is often a sincere appreciation of the dimensions of the tasks that face us in the rehabilitation of blind persons and the crudeness of the tools that are currently available to us. Yet, in the same breath, we are likely to derogate the only real hope of eradicating imperfection. Only by a scientific analysis of the problems that face us, through setting up hypotheses, through testing them, and finally, evaluating the results, can we expect to perform more effectively next year than this. In the face

of this apparent paradox, what explanations seem reasonable for simultaneously professing a need for better techniques on the one hand, and a rejection of scientific methods which can be used to produce such improved techniques, on the other?

At first glance, it seems that personal emotional factors are related to some degree to this phenomenon. Some of us in service to the blind, in the face of our own inadequacies, are content to struggle along with techniques with which we are already familiar. The new and unknown may hold terrors for us which we can neither describe nor explain. As a result, we tend to keep about us the cocoon of conservatism, hoping to keep external threats away from the danger zones of our own sense of insecurity. At times, we are quite successful in doing this by offering the rationalization that it is best for our clients. Just recently, one executive confided that his agency had been serving blind persons for about fifty years, more or less successfully. "Why then," he asked, "sacrifice what we know will work for dubious experiments. We have learned what is best for *our* clients. No one from the outside can argue that."

In suggesting some of the causes of frequent negative attitudes towards scientific research in service to the blind, we may also depict the manifestations of these attitudes. One of the most frustrating experiences of doctoral candidates in universities is attempting to interest some agencies for the blind in permitting them to carry forward research projects. The climate for such work is much more favorable today than it was ten years ago. However, even today barriers are erected which are more rigid than they need to be. Here are some quotations from agency executives which were made in discussing possible research projects with qualified doctoral candidates:

1. "The only good research that has ever been done at this agency has confirmed what we already know about blind persons, so why take the time and trouble to find out what we already know?"

2. "We can't have outsiders experimenting with *our* clients."

3. "Research projects like this take too much of our staff time. We have to spend every possible minute giving service to blind persons."

4. "Research never accomplishes anything. You write a lot of papers that gather dust. No one pays any attention to the results."

5. "The best way to find out something about the blind is to work with them. I've spent thirty-five years in this field. That's how you learn; not by fooling around with tests and such things."

6. "Research is for college students who don't have anything else to do. We're too busy for that sort of thing."

7. "We'll be glad to help you with your research, but we must make certain conditions. Don't take any time away from our staff and don't contact any of our clients. Other than that you can have our complete cooperation."

8. "All our research is done by our own staff in their day-to-day jobs. You can't do research unless you are actually working with the clients. Go out and get a job. That's the way to do research."

9. "We're too busy now. Come back in six months."

10. "We already know what you're trying to investigate. I could write a book about it and someday I will."

Out of these remarks and a long experience in working in this field, there emerges a pattern of response to research that is individual to each executive and agency for the blind, and, yet, which gives evidence of a generalized avoidance of research activity and the use of research results. Some of the elements of this attitude appear in different combinations in different professional workers. Among the elements are:

1. Research is not worth the effort.
2. Research is time- and money-consuming.
3. Research does not discover anything that cannot be discovered by experience.
4. Research workers are meddling outsiders.
5. Research is not to be trusted.
6. Research deals with insignificant molecules of the problem. Practice and only practice deals with large and important problems.
7. Research promotes "dangerous" ideas.

In the light of these objections, what advantages are there in agency participation in research projects?

1. Research helps to evaluate and improve programs.

Through controlled experiments and scientific examinations of procedures, agencies can determine the effectiveness and economy of their programs.

For example, the Institute of Physical Medicine and Rehabilitation conducted a follow-up study of more than 200 former patients. When it was found that a proportion of former patients returning to their homes tended to deteriorate and lose the skills painfully gained in the rehabilitation center, work was begun on a follow-up and home-care program to supplement existing services.

Another example is the IHB survey of the first 500 cases to be treated under its vision rehabilitation program. On the basis of the findings, it was decided to enrich the vision-training aspects of the program to help clients get a more intensive experience in learning how to use their optical aids.

The question may be asked:

Doesn't day-to-day experience provide the same data for program assessment?

It may, but certain real difficulties intervene. Among these are:

a. The evaluator who evaluates his own work enters the situation with a certain degree of commitment to the status quo which materially affects the objectivity of the findings.

b. Having accepted and lived with the program, he may be emotionally tied to it, often having unconscious resistance to seeing it violated.

c. Closeness to the program may obscure the larger issues and obfuscate factors which would be readily observable by external, trained investigators.

d. Continued contact with a program tends to establish vested interests resisting change.

As a result, unorganized, casual, self-evaluation of agency programs tends to lean toward the confirmation of existing practices and the loss of opportunities to explore new ways of enhancing service to blind clients. Research can inform agency staffs about their work in an impartial and detached frame of reference. Such data may then be used to plan better ways of doing things.

2. Research opens new avenues of service.

In the present climate of limited budgets, appropriations, and public contributions, agencies are hard put to it to maintain their current programs, let alone to expand in needed areas. Armed with both formally and informally derived evaluative data, executives may be fully aware of the need for opening new channels of service. However, restricted financial resources may delay the introduction of new services for indefinite periods of time. Often, there are two alternatives:

a. To work continually toward the acquisition of more funds, leaving needed services waiting at the threshold in the interim.

b. To develop research and demonstration projects which may be supported by external sources of financial aid.

In many instances, agencies have been able to move into new and promising areas of service purely on the basis of research activities. Some examples are:

(1) Federation Employment and Guidance Service has long been aware of the vocational needs of older disabled workers 60 years of age and over. However, it was not until a research plan was developed and funds were obtained from Government sources that it was possible to develop a workshop program for this client group.

(2) The IHB had had a considerable experience in working with the hearing problems of blind persons. However, a Federally-aided research and demonstration grant made it possible to introduce a comprehensive audiological service, although the idea of such a service had been evolved much earlier.

(3) The Institute for the Crippled and Disabled had had a long interest in the vocational problems of cerebral palsied youth and adults. For a long time, this Agency had served individuals in this group. However, an integrated experimental service came into being only after special research funds had been granted.

The number of such instances could be multiplied manyfold. However, the facts are

clear. There is often a gap between the awareness of a need and the mobilization of resources to meet this need. Agencies may close this gap more effectively through entering into research and demonstration projects dealing with unsolved problems of client service.

3. Research is an essential function of agencies for the blind.

Most direct service agencies limit their activities to a defined geographical area. This may be a region, state, county, or community. However, these limitations are geographical accidents. In fact, many agencies are conscious of their responsibility to blind persons everywhere, and function in ways to implement this belief. For example, many agencies issue publications which cross their service borders; others provide special services outside the service area if similar services are not available to clients in their communities; and through cooperative arrangements, agencies assist each other when particular problems cross community and state lines.

Throughout the United States, individual agencies are engaging in exciting and worthwhile activities which are touching the outer edge of progress. In some instances, relatively little is known about such progress outside the agency proper. Yet, there is evidence that many of these progressive advances would have value for similar agencies and situations all over the nation.

What prevents a clear interchange of such ideas? In many cases, agencies are reluctant to discuss their experiences and results, fearing that their own imperfect assessments and measurements cannot be relied upon to produce accurate data. Thus, agencies have a responsibility to sharpen their assessment procedures through research so as to promote the widest possible use of their data.

For example, the IHB has been serving deaf-blind persons for decades through techniques which could have been easily applied to other agencies. Yet, communication about these services was modest until an organized research program was launched. Currently, the eight volumes containing the results of this investigation are being distributed the world over. Furthermore, articles concerning it have appeared in such journals as the *Vocational Guidance Quarterly, The Journal of Home Economics*, and *The New Outlook for the Blind.* For the first time, the IHB is adequately communicating its long and distinguished experience in deaf-blindness to its sister agencies all over the globe.

The way in which agencies can best fulfill their larger functions to blind persons everywhere is through refining their fact-finding and reporting procedures to allay anxieties about their announced results. In this area, research plays a prominent role in the communication of ideas and experiments.

4. Research educates the staff and builds morale.

It has been the experience at agencies which have involved their staff members in research activities that such activities have positive effects upon staff morale and attitudes. Among the gains which have been observed are:

a. Staff members learn more exact and rigorous techniques of evaluating the results of their work.

b. They develop inquiring attitudes and a new respect for facts.

c. They develop an experimental approach to their day-to-day practice, constantly searching out new means of improving client service.

d. They tend to see their work in a new light, having an importance and a relationship to the whole rehabilitation process that was not previously evident to them.

e. They begin to enjoy research activities, culminating in greater job satisfaction.

Observations made of practitioners who have become involved in research projects tend to confirm these findings. Once a staff member has participated in a research activity, his value to the agency increases. He tends to read more, to become interested in personal research projects, and to gain a new understanding of team functioning.

5. Research makes available rich resources of talent not otherwise at the disposal of the Agency.

In setting up research projects, many agencies have added specialists and consultants to their staffs who would otherwise be far beyond the financial reach of the organization.

Such highly trained and eminent individuals may come to the research project through universities, national agencies, state rehabilitation services, learned societies, hospitals, and others.

For example, the staff of the IHB Project for the Rehabilitation of Deaf-Blind Persons was enhanced by the presence of outstanding professional persons affiliated with such institutions as: Columbia-Presbyterian Medical Center, Columbia University, New York School of Social Work, Hunter College, Rutgers University, Brooklyn College, and the American Foundation for the Blind.

Instance after instance could be cited of agencies adding skills to their staffs which not only made the research project possible, but which enriched the total agency program.

The impact of these consultants and part-time workers on the agency program can be material. Bringing their special training and experience and a fresh viewpoint into service to the blind, these specialists can influence all aspects of a program. Equally important, these personnel often enter research programs in our field without previous experience with blind persons. Through direct contact with an agency for the blind, many of these outstanding experts and teachers develop an appreciation of the special problems in this field. Furthermore, their associations in the field tend to persist long after their current participation in limited projects. A number of current leaders in the field made their entrance through special projects and have stayed on to make real and lasting contributions.

From a logical point of view, agencies for the blind have much to gain from participation in research activities. However, there are practical problems. After overcoming the individual pattern of objections to research which may exist in his agency, an executive may decide to move ahead toward wider research activity. In such an instance, how can he proceed? Few agencies have research-trained individuals on their staffs and few have access to the limited number of specialists available for such work. Yet, in almost every situation, there are resources of research personnel which can assist in making the research plan a reality. Some of these are:

1. Regional representatives and other personnel of the Office of Vocational Rehabilitation.

2. Staff members of local and state rehabilitation services.

3. The staffs of local colleges and universities.

4. Specialized research personnel of the American Foundation for the Blind.

5. Special consultants, who, on an individual basis, make their research service available to local agencies.

This paper has largely concerned itself with the role of agencies for the blind as creators of research. However, the new look in research is really in the area of consumption of research findings. Are agencies for the blind applying current research data to their service problems? For example, we have had exciting new data emerge from recent research studies bearing on such problems as the use of hearing in mobility, the assistance of older persons who resist surgical intervention in cataracts, the adaptability of disabled workers, the attitudes of educators toward exceptional children, and many others. Each month, in the "Review of Research" column of *The New Outlook for the Blind*, another research study is summarized and applied to our field.

Research has a potentially powerful contribution to make. It becomes alive and real only after the practitioner puts the findings to work in practical situations. As a consumer of current research activities, the social agency for the blind, even if it does not create its own research, has a splendid opportunity to push forward the levels of service to blind persons through its use of the results of appropriate studies in its field.

What is the new look in research? It is the changing attitudinal climate in agencies for the blind. The new climate reveals a growing acceptance of research. There has never been a time when the resources for doing research were so great. Growth in our field depends, in part, upon how we respond to this challenge. Not every agency can establish a research department and not every agency can carry on research on a large scale. Actually, this is not the crucial factor. The heart of the matter really is a respect for research and a willingness to maintain an open mind toward its results.

Any agency can afford that.

THE NEW LOOK IN TRAINING PROFESSIONAL PERSONNEL IN THE DEVELOPMENT OF EMPLOYMENT OPPORTUNITIES FOR BLIND PERSONS IN COMPETITIVE OCCUPATIONS

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For years, the employment of blind persons has been a matter of major concern, not only to workers for the blind, but to blind persons themselves. Most employers who have had no experience in hiring blind persons are reluctant to employ them. The reasons are many, but, unless the employer can be shown how these reasons can be resolved, the door to the employment of blind persons in competitive occupations will remain closed. If job opportunities in competitive occupations are to be made available to blind persons, qualified personnel must be trained to show employers practical ways of employing them in their establishments. Even though some blind individuals have the initiative, knowledge and ability to obtain employment on their own, it still remains the responsibility of the agency serving the blind to employ personnel who are capable of developing employment opportunities for the large majority of blind persons who are not able to deal effectively with employers.

Since its establishment in 1943, the Office of Vocational Rehabilitation has recognized the need for training this type of personnel and has conducted a variety of types of training courses. For the first five years, six-week courses were conducted by the Office of Vocational Rehabilitation personnel. These courses were conducted in a number of industrial centers where the students had an opportunity to work in production jobs and observe industrial processes in a variety of competitive industries. The preparation for each course consumed more than twice the staff time required to conduct it. The cost of providing this type of training was such a drain on limited staff time and funds that these courses were discontinued. However, after a few years, personnel turnover and shifts in state agencies made it necessary to provide some type of training for newly employed staff members who were responsible for the placement of blind clients. Therefore a series of orientation and refresher courses was conducted, but these could not provide the scope of training essential to prepare inexperienced personnel to develop job opportunities for their clients. Consequently the number of blind persons employed in competitive occupations steadily declined while the size of the nation's labor force was steadily increasing.

The Federal Office of Vocational Rehabilitation was determined to do something to correct this situation if at all possible. Obviously it would be advantageous to provide this type of training on a continuing basis, rather than to have to organize each course individually. The solution seemed to be the establishment of such a course in a college or university which offered graduate training in Rehabilitation Counseling, the hope being that a course of this kind would eventually be absorbed into the regular Rehabilitation Counseling curriculum. The question was whether any university would be willing to accept the responsibility of providing this type of training, and could suitable instructional staff be secured. The American Foundaiton for the Blind was approached by the Office of Vocational Rehabilitation and, after fully considering the proposal, agreed to assist in this undertaking by preparing a curriculum, recommending a suitable university to provide the training, and assist in the conduct of the first course. The curriculum which was prepared called for a six-weeks' training program. This curriculum formed the basis for the preparation of crieria to be used in the selection of a college or university to provide the prescribed training. On the basis of these stand-

ards a number of universities were chosen which appeared on paper to be able to offer the type of training required. Personal visits were made to these universities for the purpose of discussing with their administrators the possibility of establishing this course as part of their ongoing training program. After weighing the advantages and disadvantages of each university setting, the American Foundation for the Blind decided that Southern Illinois University came closest to meeting the selection criteria. Consequently, it recommended that the Office of Vocational Rehabilitation negotiate with this university to initiate and carry on the new program. Our recommendation was accepted and the University of Southern Illinois was invited to submit an application for support of two six-weeks' training programs in the development of employment opportunities for blind persons in competitive occupations. The Office of Vocational Rehabilitation accepted the application and the budget submitted by the University, and also gave assurance of financial support for five years. The first course was completed on May 15, and the second course will open on July 13, a week from today.

The course is coordinated by the Rehabilitation Institute, a university agency responsible to the Vice-President for Instruction. Units are taught by professional staff in numerous departments of different schools and colleges, such as: Marketing, Psychology, Guidance, Management, Industrial Education, Labor, Community Development, and so on. A central core of practicum units integrates the offerings into a developmental skill.

Particular emphasis is given to practicum assignments of all kinds, i.e. demonstration, observation, job analysis, and variations of role-playing and/or socio-drama. Approximately two-thirds of the sessions are devoted to such concrete experiences. The first two weeks are spent on Southern's campus in Carbondale, with emphasis on acquiring understanding of principles of behavior, salesmanship, management, job analysis, and fundamentals of industrial organization and operation. This didactic sequence proceeds simultaneously with actual practice in many competitive shop activities. Such a blending of the theoretical and practical aspects of competitive employment is necessarily a requisite foundation to critically appraising the kinds of competitive skills in which a blind person can successfully engage.

The next two weeks are spent in the St. Louis metropolitan area observing the demands of competitive jobs of all kinds. This affords each trainee an opportunity to closely observe a variety of occupations in at least 20 to 25 selected plants, industries, or institutions. Both blind and sighted persons are studied while at work. Through this method, the trainees enhance their ability to analyze whether a given occupation is feasible for a particular blind person. During the last two weeks, the trainees return to Carbondale for additional course work, and practical experience. Now the didactic emphasis is placed on relations with labor organizations and employers as well as on methods of approaching and developing community resources leading to employment of blind persons. Practicum experience consists chiefly of transferring learned methods and skills to more rural occupational settings. Sessions to integrate separate observations and principles run concurrently.

At this point, special appreciation should be expressed to the Missouri Bureau for the Blind, and the Division of Services to the Blind of the Illinois Vocational Rehabilitation Service, for assisting the University in arranging for the many plant contacts which are made throughout the course, and for sharing their knowledge and experience in order that the entire program reflects life situations.

Perhaps some of you have wondered why the title of the course is so long. The reason is that from the outset emphasis is placed on the need for the development of a well-rounded employment program for blind persons in every community. If this goal can be achieved throughout the country, the resultant employer acceptance of the ability of blind persons to fit into the regular labor force, individual placements will come much faster, and a qualified blind person who is ready for employment will not have to wait for a job while the counselor canvasses employers to develop work opportunity for him. This principle is not a high-sounding, "ivory tower" theory. Wherever it has been practiced, it has been demonstrated that large numbers of blind persons have been employed more quick-

ly than where the emphasis is on individual placement alone. Now that this type of training is available on a regular basis, state rehabilitation and other agencies serving the employment needs of blind persons should have no difficulty in securing training for their staff members. This is true especially in view of the fact that the Office of Vocational Rehabilitation stipends are available to help meet the costs of transportation and living expenses during the training period.

This type of training is readily adaptable to the development of employment opportunities for individuals with other physical handicaps, and, in my opinion, universities and colleges providing Rehabilitation Counselor training would be wise to consider the inclusion of some such modification in their regular curriculum. The ultimate goal of vocational rehabilitation is the satisfactory employment of the client. Too often much emphasis is placed on diagnosis, counseling and training, while a systematic approach to employment is frequently neglected. Now that the pattern for providing training in the use of placement skills has been established, perhaps it is not too much to hope that we will demand skilled personnel to serve the employment needs of blind persons and other handicapped individuals, just as we demand skilled personnel to provide medical and training services for them.

A LOOK AT WHAT'S NEW IN PSYCHOLOGICAL TESTING

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Psychology has come a long way, particulary under the demands of two major wars and one minor one, since that day many years ago in England when Galton formally recognized individual differences between human beings. It has come a long way since that almost magical day in Germany when Wilhelm Wundt established his laboratory in Leipzig and took the first steps to make psychology an objective science and remove it from arm-chair philosophy.

Psychologists now feel fairly comfortable in several areas of objective testing and measurement. They know that, if they wish to, they can measure the mental ability of individuals and produce the figure called IQ. Psychologists also know that if they want to try to paint something of a psychogram or picture of personality structure, they can apply many tests for the purpose of personality analysis. Under the demands of industry and industrial placement requirements, psychologists can measure a worker's ability to use his hands, and to use his eyes in complex hand-eye coordinations. But there is something new in psychology—fairly new when measured in terms of the over-all testing practices as they have been developed. This new emphasis includes a rising concern for the techniques of measuring vocational and personal interests. The moment one speaks of interests, particularly interest in various types of employment, those who are working in rehabilitation perk up their ears and take special notice. This is a very meaningful area. It goes beyond the necessary concern for an individual's mental ability, his ability to problem-solve and to think, and to use and respond to a broad vocabulary. It goes beyond concern for proficiency in long-term memory and short-term memory, beyond concern for how well an individual can use his hands, use a wrench or a screw driver, or operate push buttons or levers, beyond the degree to which he might interact dynamically and pleasantly with fellow-workers, to include a concern for the degree of interest an individual has in the job for which he is applying or for which he may

be a vocal candidate.

Whenever a test or testing instrument is applied to clients within the field of rehabilitation for the purpose of making psychological measurements, the attempt is often met with demanding and inhibiting barriers; these barriers are a consequence of the particular handicap with which the rehabiliation client is defined. In applying a tool of measurement for deriving IQ in the process of evaluating the intellectual ability of, say, a blind client, it is possible to solve some of the problems of measurement only in part by administering only verbal portions of existing standard tests originally designed for use with sighted individuals. This necessary abandonment of otherwise useful portions of a standard test is no real solution at all.

Rehabilitation Psychology has taken a rather remarkable step within the last few months, in that there is a new performance test under development which is designed to provide the "other half" of the IQ picture by introducing a performance scale for measuring the intellectual level of blind subjects. This will supplement the commonly used verbal intelligence scores. This new performance scale will allow psychologists to measure a phase of intellectual ability that has had to be abandoned in the past when blind individuals were being tested.

When an attempt is made to apply tests designed to measure personality traits of blind subjects, a host of problems arise which discourage the use of these tests with this group of handicapped persons. Similarly, when measures of manual dexterity are desired, it is necessary to recognize the necessity for special techniques for blind subjects.

In applying a test that will measure vocational interests, equally serious problems arise. First of all, there are problems of how test material can be made available to persons who are blind. The use of Braille test forms might very well be considered, but what is the percentage of blind persons who can really read Braille, and if an individual has lost his vision only last year in a hunting accident and now is a prime rehabilitation client, how realistic would it be to expect valid results from psychological tests printed in Braille? What would actually be measured, Braille ability, or, say, vocational interests or personality traits? Instead of using Braille, it is possible that the test material might be read to the blind subjects undergoing testing. It is immediately apparent that testing methods would become unstandardized under these conditions. The standardization of testing methods from subject to subject is part of the objectivity which makes psychology a science. In the personal reading of a test aloud to a blind subject the reader not only interjects his own personality into the testing situation, but all manner of conversational interplay make take place leading to unpredictable effects upon test scores.

Practical research has shown that if the Kuder Preference Record, Vocational, is read aloud to blind individuals, the time required for administration is two hours, whereas, with sighted persons reading the test themselves, it takes only some 40 to 45 minutes. In addition to this, if a psychologist or reader is being used, the subject feels that someone is "breathing down his neck" and is judging every response that is given, with the result that the subject begins to "plus get" and may attempt to present a picture of himself "better" than he is.

These problems were of primary concern in North Carolina when it was decided to attempt to take a forward step, through research, for the purpose of developing new techniques and new methods for measuring the vocational interests of blind persons.

Psychology, in the brief moment of work that has been done in North Carolina, under the sponsorship of the North Carolina State Commission for the Blind and the North Carolina Association for the Blind, and the Office of Vocational Rehabilitation, in an atmosphere of permissiveness and enthusiasm in this agency combination dedicated to research, has taken a valuable step farward.

A young blind man comes into an office and is faced by his Rehabilitation Counselor somewhere in the sequence of the rehabilitation process with the question, "What would you like to do?" And this young man may say, "Well, I'd like to make mops and brooms," and the counselor writes it down. This response may deserve analysis. Does this boy really want to make mops and brooms, or does he simply know that as a blind person he can make a living doing this job because

it is a classical means of employment? The question could logically arise, "What do you *really* want to do?"

Responding to a similar question a second client may say, "I want to be a minister." It should occur to a counselor to wonder if he really wants to be a minister, or, if when he lost his vision, possibly just recently, his minister were not the most attentive friend he had during this trying time, and through recognition of emotional values and through ego identification the blind man unthinkingly adopted the goal of becoming a minister "just like Rev. Jones." There are obviously many factors which contribute to a person's expressed vocational interests. Many of these contributing factors are artificial in that they are emotionally motivated, and it is necessary to get down underneath this artificial and superficial veneer to obtain a valid and reliable answer to the question, "What job would you like to do?"

There are two basic kinds of tests in the field of vocational interest measurement. One has been developed by Strong—a test which provides scores for *specific jobs*. This test is very specific and provides scores in terms of *job titles*. Another form of interest test is the one developed by Kuder. This test provides scores in ten different *areas of interest:* outdoor, mechanical, scientific, computational, persuasive, social service, literary, musical, artists, and clerical.

An evaluation of the value of these two different types of vocational interest tests resulted in the conclusion that rehabilitation of the blind has not yet reached the point where it could respond fruitfully to measurements expressed in terms of specific job titles. For this reason, the type of test that would give vocational interest measurements in broad areas was adopted for research purposes.

At the beginning of research there was, on the one hand, the Kuder Preference Record developed for sighted individuals, and on the other hand a host of problems in testing methodology.

The first task was to discover some means of administering the test to blind subjects. Because it was soon confirmed that it took two hours to read this test to blind subjects, receive their verbal answers, and record these answers on the test forms, this method was abandoned. What was need was a robot, an electro-mechanical psychologist—and at times such a psychologist may be better than the flesh-and-blood kind. The plan called for the development, under careful research methods, of a robot that would "read" the test item outloud, eliminating the necessity for having another person in the testing room. The robot would present the test questions one at a time, and then stop and wait noiselessly and patiently until the subject was ready to answer. It would be necessary for the instrument to make a permanent record of all answers, and after making such a record automatically present the next test item. A final requirement would be for automatically scoring the answers so that scores for all ten scales would appear in ten different counter windows.

Here a degree of metaphysical magic must be injected into science. Sitting in my office at the Commission for the Blind, and having toyed with this problem for some months before really deciding to develop a research program, considerable misgivings arose, for this instrumental demand was great. There were all sorts of component parts which must be designed to work together in exact precision. But one day it came to me—it may seem simple in telling about it; it was not so simple in its first formulation. I feel that it is not altogether simple because I see agency after agency that has not done it. The idea was conceived to turn for help to the University of North Carolina, the one institution in the state that was more richly endowed in research-willingness and in technical knowledge than any other. So, in the flashing of a second and the dialing of a phone, there was a happy wedding between the Commission for the Blind and the Department of Engineering Research at North Carolina State College, the technical college of the University of North Carolina. I hope you will remember this, because it seems that we too seldom take advantage of our sister agencies which are peculiarly prepared to assist in solving the most complex problems in a seeking for truth.

The present problem was taken to Professor N. W. Conner, Head of the Department of Engineering Research. This is a busy man who took time to listen to the problems about work for the blind in North Carolina. The first conference lasted for more than an hour,

and as it drew to a close this is what Professor Conner said: "If we can't solve your problem we will have failed as a research and educational institution." A conference was called for that very afternoon and five engineers and one psychologist began working together at the task which six months later lead to the development of a finished robot.

This machine does just exactly what it was designed to do. It reads psychological tests to a blind subject, and it can administer any test that requires a discrete answer. After it presents a question, it shuts off and sits and waits, and it doesn't even tap its fingers. The blind subject is not under compulsion to move in a hurry, but when he is ready to give his answers he presses them into a small electronic keyboard using a very simple button-pushing procedure. One very interesting thing about this machine is that it has a certain degree of intelligence of its own, and this appeals to a psychologist; it is thrilling to watch it work. It listens to itself speak. As long as it speaks, it continues to run. When it ceases to speak it recognizes its own silence and shuts off automatically. It remains shut off until the subject answers the test item just given, at which time it begins to speak again in the presentation of the next test item. Once more, as long as it speaks it continues to run, but two seconds after it finishes the item it shuts off again. In this manner the robot operates so that it gives item after item and makes a record of all answers. The development of the machine is something of a triumph within its own right because it has opened a new door in the field of testing of the blind.

This new technique has assumed greater importance and a greater potential in the future than had first been imagined, as shown by advancing research and statistical methods. Briefly, here are some of the results which are now evident.

The reliability of a test is an index which tells us to what degree a test steadfastly and stably measures what it is supposed to measure. The Kuder Preference Record, having been standardized with sighted individuals, has very high reliability, ranging in the high seventies, eighties, and nineties. These reliability values are quite good. What was going to happen to these high values for the Kuder Preference Record when it was taken out of its own standard administrative context and given to a robot to be administered? Here are the very encouraging figures showing the various reliability values: For the Outdoor Scale, the Kuder reliability is 92 when the test is given under standard conditions of the subject reading the test for himself. A sighted group used the robot in the present research, because it was necessary to know what part blindness played in any possible disturbance of the reliability of the test. The reliability for the sighted group with the robot was 92; for the blind group, 90. These differences, although real, are not significant. For the Mechanical Scale, the Kuder normative population was 92, for the sighted population using the robot it was 90, and for the blind population using the robot it was 91. For the Computational interest area, the Kuder population was 85, with the sighted population, 82, and with the blind, 73. There is an insignificant reduction of reliability between the sighted groups when those using the robot are compared with those using standard procedures for taking the test, but an even greater reduction is evidenced between the sighted populations and the blind group as a consequence of some aspect or conditions of blindness. These may be valuable observations. When it is remembered that this Computational Scale is the scale which renders a score for problem-solving in the area of number work and mathematics, it begins to appear that perhaps the test reflects some sort of attitudinal disposition toward mathematics for blind individuals. This is another area of research that has immediately been opened to investigation.

For the Scientific Scale, interest in scientific matters, the Kuder group was 85, the sighted group 86, and the blind group 75. The Persuasive Scale, that scale which measures a person's interest in selling himself and performing as a salesman in interacting rather dynamically with others, the Kuder group provided a reliability value of 91, the sighted group 84, and the blind group 87. Apparently, blind subjects are more consistent in their responses to this scale than the sighted group was with the robot. So, on and on throughout all of these scales, the reliability coefficients remained high, showing again through re-

search that the instrument itself did not impair the testing. When variations did occur they suggested challenging proposals which transcend the scope of this presentation, and yet which suggest an entire theory of the structure of interests.

Following testing each sighted subject was asked, "Would you prefer reading the test yourself or taking it with an instrument like this?" Each blind subject was asked, "Would you prefer using a sighted reader to read the test to you or using an instrument like this?" The results were quite interesting. For this first report, 77 blind individuals have been tested, and of this first 77, 100 per cent of these subjects stated that they would prefer taking the test with the robot rather than having a sighted reader. When asked why, they almost invariably said that it was because they could sit down and use the robot independently without feeling dependent upon other persons.

Of the 59 persons making up the sighted group, 100 per cent of them thought the machine interesting or unusual, but said that they would prefer reading the test themselves rather than using the robot. This seems to be quite understandable. Primary among the reasons given for this preference was the need to have a repetition of the test item beyond the single presentation obtainable from the robot.

Through this research, psychology, sometimes staggering and sometimes walking firmly, has taken steps forward. In the future it will become more evident that there has been more or less a revolution in the testing of blind individuals as a consequence of *research*. Research has made possible the use of one more method in psychology as a science and as an objective study helping to do a better job.

A NEW LOOK AT HEARING, THROUGH A NEW PROGRAM FOR THE BLIND

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It has long been apparent that hard-of-hearing blind persons have special problems in communication, in physical orientation and foot travel, and in the areas of psychological, vocational, and social adjustment. It is equally clear that the techniques of rehabilitation employed with the normally hearing blind person, with the sighted hard-of-hearing person, and with the deaf-blind individual, do not adequately meet the special needs of the blind person with partial impairment of hearing. It has seemed desirable, therefore, to initiate a program which would:

a. Delineate the specific problems of this double disability.

b. Develop information and techniques for meeting these problems.

c. Evaluate the feasibility and effectiveness of the rehabilitation measures developed.

On June 1, 1958 the Industrial Home for the Blind in Brookyn, in cooperation with the U. S. Office of Vocational Rehabilitation, designed and activated such a program. At the beginning of the second year, the IHB and the OVR were joined in the program by the American Foundation for the Blind. The activities of the first year were centered about:

a. Developing a survey of the population of hard-of-hearing blind persons to be serviced.

b. Assembling a competent professional staff.

c. Designing and constructing special physical facilities and electronic and mechanical equipment.

d. Establishing a battery of clinical services.

e. Planning research.

It is the purpose of this report to describe these activities in some detail, and to indicate additional measures for the future.

Surveying the Population

Since there have not been definitive studies of the incidence of impaired hearing among blind persons, a screening program was started

to determine the extent of the problem in the population served by the Industrial Home for the Blind and to find the persons requiring the specialized services which have been established. The screening includes:

1. Audiometer testing.

2. A superficial check on the client's ability to localize the voice at an average conversational intensity.

3. An estimate of the social adequacy of his hearing, based upon subjective reports by the client and members of his family.

Audiologic and Speech Evaluation at the Audiology Center

When a client is referred to the Audiology Center, he undergoes a battery of tests of auditory function which includes special calibrated tests of his ability to localize sound, as well as the usual audiologic test battery. The standard audiologic evaluation at the Center includes monaural pure-tone air- and bone-conduction thresholds, speech-reception threshold, maximum discrimination score and discrimination score at average or, if indicated, at low conversational intensity levels. Thresholds of intolerance and other diagnostic tests are included as indicated in particular cases.

For the localization test, a new equipment assembly has been designed and constructed, utilizing a two-channel control console which contains preamplifiers, calibration controls, multiple push-button switches for the loud-speakers which surround the client, hearing-loss controls (attenuators) for each channel, and an indicator for the client's localization responses. The indicator assemby on the console consists of a prominent arrow which can revolve like a clock hand to point to any one of a number of small panel lights mounted in a circle around it. When the tester pushes a button on the console to select one of the loud-speakers surrounding the client in the test room, the panel light which is in the same relative position on the indicator assembly is illuminated. The client, wearing the localization cap, turns about in his swivel chair to point his nose at the direction from which he judges the test sound to come. A selsyn (self-synchronous) motor, to which the localization cap is attached, transmits the client's choice to another motor controlling the indicator arrow on the tester's console. The indicator arrow is thus remotely controlled by the client. The accuracy with which this arrow points to the illuminated panel light indicates how well the client has localized the loud-speaker which is projecting the sound. Localization for each loud-speaker position is tested in random order, at intensities corresponding to soft conversation, average conversation, and loud conversation, as required by the relative hearing in the two ears.

Otological Examination

Each client who shows a significant loss of hearing should be examined by an otologist. In the program described here, the otologist is provided with the results of the audiological evaluation. The otologist institutes medical or surgical treatment, if indicated, and provides a medical diagnosis.

Case Conference

Each week a staff conference is held to consider the findings and to arrive at a program for each client tested during the week. Entering into the planning in each case are the audiologic results, the status of the client's vision, and his psychological, social, and vocational status and needs.

Since the finances of many of this group of persons are severely limited, the source of funds for the purchase and upkeep of a hearing aid must be determined before hearing-aid fittings are conducted. This problem is complicated both by the relatively high cost of commercial hearing aids and by the desire to provide binaural hearing wherever feasible. Binaural hearing aids generally cost twice as much as the orthodox, single instrument. While it is desirable that the client participate, to the best of his ability, in the purchase of his hearing aid, in no case is this permitted to deprive him of optimum hearing. In this program, full use is being made of the American Foundation for the Blind's policy of providing a hearing aid where an agency has certified the need. For the provision of binaural hearing aids, OVR funds have been made available for the period of the project. The eventual termination of this supplementary source may provide a problem. Other

continuing sources, in addition to the IHB, include the VRS, welfare agencies, and other community resources.

In addition to decisions about the desirability and feasibility of conducting hearing-aid fittings, the case conferences include the planning of a program of auditory training and speech therapy, as required.

Rehabilitation Follow-up

The auditory rehabilitation phase of the program consists of the hearing-aid selection, auditory training, speech and voice therapy, and counseling.

HEARING AND SELECTION is conducted in the sound-isolated test chamber, with emphasis on achieving stereophonic hearing, in addition to the basic goal of improving the client's ability to hear and understand speech better.

AUDITORY TRAINING usually includes, for sighted persons, orientation to the hearing aid — e.g., its operation and maintenance; improving the discrimination of speech; listening practice to develop alertness, accuracy, and synthesis; exercises to increase auditory memory span; instruction on dealing with specific listening situations, such as the use of the telephone through a hearing aid, and communicating under unfavorable noise conditions; increasing the tolerance for intense sounds; identifying common sounds, etc. This basic training is augmented, in our program for hard-of-hearing blind persons, on the premise that there is a wealth of unexploited auditory information which can and must be utilized more fully. Our program includes the development, therefore, of techniques and materials for the enhancement of the following auditory skills:

1. Localization of stationary and moving sound sources, both in a quiet and in a noisy environment.

2. The perception and avoidance of audible obstacles.

3. Localization memory, both in quiet and in the presence of distracting noise or speech.

4. Selective, but alert, listening.

SPEECH AND VOICE THERAPY are included where there is sufficient deviation in the client's speech or voice to be disturbing either to the client or to others.

COUNSELING is provided, as required, by the audiologists, speech therapist, social worker, or the agency's psychologists. In our experience during the project's first year of operation, it appears that resistance to the use of a hearing aid, encountered often in sighted hard-of-hearing persons, is somewhat greater among blind persons. It may be postulated that, because of the importance of the compensatory information provided by hearing, recognition of its diminution by a blind person means accepting an even greater retreat from the world about him than that imposed by the lack of vision. This, and other explanations, and the efficacy of corrective counseling, are presently under study.

"VISION WITHOUT SIGHT"

D. E. Foohey, Ph.D., Business Economist
Aluminum Securities, Ltd.
Montreal, Quebec

I come before this body of professional workers in the field of employment for the blind with mixed feelings. On the one hand, I am deeply conscious of the honor you have done me by asking me to speak to you; but, on the other, I am also conscious of the dangers of generalizing from the experiences of one person, especially when that person is oneself. However, I am encouraged to speak by the thought that you have probably built up over the years a good deal of experience in sifting out what is of general value in the experiences of the blind persons for whom you have found employment from

what is peculiar to the individual.

In the course of getting a university education, I found that a blind person's problem can be the opposite of what many of my sighted colleagues consider to have been their problem. While they speak of the trials and tribulations of getting successfully *out* of the university, I have to admit that, at least as concerns my research training, my problem was that of getting *into* the university. However, at Dalhousie University in Halifax, Nova Scotia, where I received my bachelor's and master's degrees, I encountered no such problem. Graduates of the Halifax School for the Blind have been attending this University since 1886. Not only does Dalhousie accept HSB graduates; it also offers scholarships to those who have a high academic standing. When, however, I attempted to enroll for research training at Cambridge University in England, I found that, while no questions were raised concerning my academic qualifications, doubt was expressed as to whether I would be able to dress and look after myself generally. When I applied for admission to the London School of Economics in the University of London, the same questions were raised. However, a medical doctor's certificate, of a kind that I should think must be unique in the files of even the London School of Economics, persuaded the authorities to accept me. As blind persons, fortunately, constitute a very small minority group in advanced countries, the most ordinary facts about them need to be disseminated among sighted persons at all levels of society. It is a mistake to assume that because a certain group of persons are highly educated, they are aware of these facts. The difficulties I experienced while attempting to enroll at Cambridge and London, and the ease with which I entered Dalhousie, lead me to emphasize the importance of the building up at certain universities of a tradition of attendance by blind persons with high academic qualifications.

Rather more than a year before the acceptance of my Ph.D. thesis by the University of London, I wrote the examinations set for those wishing to enter the Canadian Federal Civil Service as economists or statisticians. Having passed these examinations, I returned to Canada immediately after having my thesis accepted, confidently expecting to go to work for the Federal Government. However, on arriving in Ottawa I found that, while, on the basis of my examination results, the Civil Service Commission had to recommend me to the various Government departments with vacancies, these departments did not have to accept me. I, therefore, soon found myself engaged in a very interesting game of civil service basketball — interesting, but also somewhat deflating to the ball. The officials of the Commission doggedly sent me to the officials of one department after another, and the officials of each department in turn suggested to the officials of the Commission of how much more use I would be to the officials of some other department. Of course, before long I was being suggested for departments that had already rejected me. Within a week I had visited all the departments with vacancies, the officials of the Commission had done their duty under the Civil Service Act, but they had not found the basket. Several months later, after I had gone to work for the firm where I now am, one of the Government departments did offer me a job. The officials of the Commission had found the basket, but by that time they had lost the ball. It is interesting to note that when, in the course of my interviews, I had visited the department in which I was later to be offered a job, an official had mentioned that they had had a very efficient blind switchboard girl. The incident suggests that a blind person doing competently any kind of work normally done by sighted persons may be instrumental in bringing about the employment of other blind persons, even though their work may be of kinds that are quite different from his own.

I also tried to obtain employment as a university lecturer. I sent my curriculum vitae to all the universities in Canada that give instruction in English, and I visited many of the universities that are located in eastern Canada. In several cases I received the impression that the officials of these institutions were very much afraid that if I turned out badly, public opinion would not permit them to let me go. Several of the universities I visited were associated with religious organizations, and their officials perhaps feared that they might be called upon to fill a philanthropic role. I believe the main reason the uni-

versity officials feared I might turn out badly was that they thought I might not be able to maintain good order among the students during my lectures. Actually, while arguing my way into the London School of Economics, I had spent a year doing part-time lecturing at Dalhousie and had experienced no difficulty at all in this matter. Recently, I have been approached by two Canadian universities as to whether I would like to join their faculties. Now that American and Canadian universitise are commencing a period of rapid expansion to accommodate the World War II babies, and, disturbed by reports of high standards in Russian universities, are looking critically at their own standards, it may well be that greater emphasis than heretofore will be placed on professional competence when selecting university lecturers. There may therefore be openings for suitably trained blind persons in this field.

I also visited many firms before being offered my present job. During my interviews with officials of these firms, as well as with academicians and civil servants, I came to realize that I must never take for granted knowledge on the part of sighted persons concerning the most ordinary facts about myself. I remember spending more than a quarter of an hour explaining to one of Canada's leading bankers how I would go about the preparation and typing of memoranda, only to have the good man exclaim, "Yes, but I can't read Braille!"

You will perhaps want to know something about the work I do, what special methods I have to use to do it, and what modifications of the firm's procedure are involved. I am employed to forecast general economic trends in the various countries where my firm sells aluminum and to use these forecasts, along with information concerning technological changes that may affect the uses of aluminum, changes in the structure of the aluminum industry, etc., to predict how much aluminum my firm will probably be able to sell. I therefore have to read and analyze many statistical tables concerning such things as the national income, foreign trade, prices, employment, etc. I also have to look through many papers and journals for articles about these subjects, articles interpreting political developments, etc. While three to four of my colleagues employ only one secretary, I find that I can keep a secretary busy full time. I try to divide up her day among spells of looking through papers and journals for articles under headings I give her, reading to me, taking dictation and typing. I use a tape recorder so that I can play back difficult articles I want to think about. Occasionally I have to produce statistical charts. I have therefore taught my secretary to draw charts at my dictation. These charts are accurate and quite adequate for use within the firm. However, on occasions when I have had to prepare charts for the annual report and other publications going outside the firm, as would any sighted economist or statistician, I have obtained the services of a specialist in drawing charts to do the art work.

The additional secretarial assistance he requires makes the blind economist expensive to employ. However, I think that, at least in large firms, other considerations would weigh more heavily than the additional cost involved. In large firms much importance is often attached to the number of windows one has in one's office and even to the kind of covering on one's chair. The prospect of giving to a fairly junior person an office and a private secretary, when others of his rank sit in a large room and use a typing pool, is one before which personnel managers may quail. A blind person who allowed himself to be unduly impressed by his office, private secretary, etc., would be ruined.

I expect you will want me to say something of the prospects for blind persons as business economists. While the number and importance of business economists vary greatly from firm to firm, in both the United States and Canada their number and importance have been growing rapidly in recent years, and I think these growths will continue. However, in the words of the English economist, John Maynard Keynes: "The theory of economics does not furnish a body of settled conclusions immediately applicable to policy. It is a method rather than a doctrine, an apparatus of the mind, a technique of thinking, which helps its possessors to draw correct conclusions." A blind person might be able to look forward to an easier life if he could find a field where he did not have to be constantly gathering and analyzing new informa-

tion as he would in the field of business economics. If a blind person were to ask my advice as to whether he should enter the field of business economics, or any other field, I should advise him to take his time in choosing his field, but, having chosen it, to roll up his sleeves and go to work, determined to succeed regardless of the cost.

The difficulties of obtaining for blind persons any kind of work normally done by sighted persons have, until recently, been so great that there has perhaps seemed to be little point in finding out which blind persons were suited to which kinds of work. However, a considerable variety of occupations have now opened up for suitably trained blind persons, and vocational guidance is being recognized as a pressing need. Perhaps blind persons may look forward to a time when their working lives will express the truth that "Man does not live by bread alone." You have a crucial role to play in making this dream a reality, and I hope that some of my remarks may be useful to you in this work.

"VISION WITHOUT SIGHT"

Elizabeth Macmillan, Director of Counseling Services
YWCA, Toronto, Ontario

That this paper should have progressed beyond its embryonic stage is a tribute to your chairman who has patiently contended with lengthy delays and insufficient communication from the authoress. As explanation, not excuse, for such behavior, I offer only the concurrent trains of thought which engulfed me during preparation time. Firstly: How can I bring something of worth to this group among such a learned and distinguished panel? Secondly: How did I get myself into this situation in the first place? To the second question only was I able to find an answer. I once heard it said by a charming newcomer to Canada that she was mystified and intrigued by the Canadian's inability to say "no" even when a negative response is clearly the wiser course. Despite all misgivings, I am flattered and delighted to have been asked to be a small part of your convention. Previous visits to Detroit have been happy occasions for me personally and this one is proving to be no exception.

The theme of tonight's session is not merely one of realism and practicality, but, in addition, one of hope and future promise, both for those currently or ultimately handicapped by blindness, and those who are the architects and craftsmen in the expanding business of rehabilitation. In your desire to broaden vocational horizons for the blind, you are keeping pace with the educators and others in the guidance field who are increasingly aware of the need to bring to every young person the fullest possible vocational vista. The implications of such a program are almost incalculable. The optimum conservation, utilization and deployment of manpower is probaby one of the most difficult tasks to confront any society. I need not remind the American Association of Workers for the Blind that education, not manipulation, is the prime method through which this goal must be attained. Manpower, with or without vision, is the one natural resource for which we all bear some form of responsibility. No mine, forest or fishery is so obvious or enigmatic, so frustrating or fascinating, so perishable or enduring.

My tendency in the foregoing has been to speak of occupational maturation for all people—not just for the blind. This may convey the impression that I do not regard blindness, for myself or for others, as a significant factor to be reckoned with. Quite the contrary, in fact, is true. At this juncture, may I emphasize that what I say constitutes a personal opinion with which some of you will likely disagree. Blindness—the curtailment or dissolution of one of the five senses—is a major handicap. Unlike Voltaire's CANDIDE, I cannot think that: "Everything

is for the best in the best of all possible worlds." Blindness is a controlling, depriving, restricting condition and, if you will pardon a play on words, I cannot *see* that it has any positive aspects. Not to know the exhilaration of visual beauty nor the impact of visual ugliness is to reduce the maximum sensual experience which is so integral a part of the total learning process. All this I believe and strive to accept realistically. Something is gone—irreparably, irreplaceably gone; but, hopefully, something remains—something which must be relied upon to facilitate some form of adjustment, adequate or inadequate.

Since I have been asked to tell you a little about myself—my education, professional training and present employment—you will forgive the rather personal nature of what follows. As a child, I attended the Ontario School for the Blind. More recently special schools, segregating handicapped from non-handicapped children, have become a matter of controversy; but for tonight I choose to leave that topic to those more qualified to debate it. Prior to regular school attendance, my formal education began through the weekly visits of a home teacher from the Canadian National Institute for the Blind. Under her instruction, I learned to read and write Braille, a little arithmetic and some handwork. All but the latter I found exciting. I expect that acquisition of literacy is always an exciting experience, and blindness perhaps intensifies this excitement.

For those who may not know, the Ontario School for the Blind, sponsored by the Provincial Government, offers elementary and secondary school training with a curriculum paralleling that established by the Ontario Department of Education for all schools within the Province.

To move from a school dedicated to the education of blind students into a university where the handicapped student is a rarity, is a radical change. Add to this the usual fears and uncertainties of mid-adoescence, and the picture becomes more frightening than it actually seemed at the time. The problems which blindness created in this setting will be familiar, I am sure, to many here. They are problems indigenous to blindness and in evidence in many situations in which blind people find themselves: Physical mobility in strange territory; the lack of Braille textbooks and the resultant restrictions on supplementary as well as compulsory reading; the frustration of subject matter demonstrated graphically—the inevitable diagrams and charts, so vivid to the eye, so obscure, at least initially, to the imagination. If, however, I have represented these obstacles as problems, I have, in truth, exaggerated, since they were little more than irritants and a challenge to ingenuity. That these were surmounted is but one strong indication of the invaluable assistance of fellow-students. They read to me voluntarily, refusing payment, and even insisted that the experience was helpful to them.

It was not until midway through university that I selected my future profession of social work. In retrospect, it is impossible to recapture my original motivation toward this goal. I should like to tell you that it was completely altruistic, but this explanation seems too idealistic even for a young undergraduate student. Once conscious of an interest in social work, I set about learning all I could concerning the length, nature and cost of required training. Part way through my final year in Arts, I visited the professional school I had chosen and discussed my plans with the appropriate faculty member. Later I obtained and completed the lengthy application form and experienced some forbodings as I became aware, perhaps really for the first time, of what would be expected, both intellectually and emotionally, by the school.

Social work training to the Master of Social Work Level includes two years at an accredited school of social work. This time is divided roughly into 60 per cent lecture hours and 40 per cent field work. Study, reading and assignment preparation are in addition to this schedule. Field work is learning through practice and under intensive supervision in a publicly or privately supported social agency. During the first year, I was assigned for student work to the Family Service Agency by which I am now employed. In the second year I was placed with the Counselling Services of the YWCA of Toronto. It was in the YWCA that my first professional employment opportunity was made available. In the spring, a staff vacancy was imminent, so I was invited by my super-

visor to submit an application for this position with the understanding that other applicants, too, would be considered. Luck was with me, and my application was accepted.

Before describing this job and the one which followed at the YWCA, it may be worth noting that my chief fear in approaching clients was that their concern about my handicap would nullify the effectiveness of any help I might offer. In this I overestimated my own importance. People in trouble who seek help from an agency, by and large, are naturally too preoccupied with their own problems to give more than a passing acknowledgement that their worker is facing her own particular brand of difficulty. Generally, they respond well to a brief, frank statement of the handicap's existence and react in direct ratio to the degree of comfort with which the worker appears to accept and cope with this situation.

You will, of course, realize that in order to qualify for a Master's Degree, a written research project must be completed. I chose for this to examine, in a minor way, the contribution to physical, social and vocational adjustment made by the services offered by the Canadian National Institute for the Blind. It has been said that, "Authorship is the supreme act of ego," so I will not endanger the precarious position of my little document by discussing it here. I must say, however, that I found the agency staff ready and anxious to cooperate, attempting neither to conceal weaknesses in service nor to exaggerate strengths. In another way, too, the Canadian National Institute for the Bind assisted me at this time. Drivers were needed so that I might visit interviewees participating in the project, and readers to help me develop and peruse a bibliography. Through the agency's volunteer bureau, both were provided in abundance.

All good things must end, and suddenly I was no longer the penurious, struggling student—I was an employee. As a YWCA counsellor I was responsible for offering a casework service to single girls and women. Their problems were as numerous and diverse as the people who brought them. Some lacked money, adequate housing, friends, self-confidence, satisfactory inter-personal relationships, recreation. Most presented some combination of these difficulties, with additional complications and complexities.

Subsequently, the department director, under whom I had begun, left the YWCA and I was offered this position. Thus, my duties included the supervision of department staff, administration of the department which involved, among other things, the preparation of annual budgets and reports. I served as official liaison between the department and the community, and was responsible for ensuring that the counselling services played an integral part in the program of the total Association. That, in brief, was my job. I hasten to add that it sounds infinitely more imposing than it was; but for me it was an excellent source of learning. The departmental staff group was especially stimulating, since it comprised social workers, psychologists, housing placement workers and clerical help. The acceptance, support and cooperation received from every staff member contributed immeasurably to whatever success I may have enjoyed in this capacity.

Much of the work was performed within the building, so the problem of mobility was not serious. To me it is constantly important in adapting to a new job to devise every possible means to keep to a minimum extra demands upon clerical staff in particular. Methods of doing this are not universally applicable and must be developed in relation to the job—its inherent characteristics and the environment in which it is to be accomplished.

I have focused upon my YWCA work rather than my present position with a Family Agency because the latter is so new that I do not feel competent as yet to explain it fully nor to describe the problems peculiar to this work resulting from blindness.

The question of whether social work is a suitable profession for blind people has been put to me. My reply is this: The choice of social work as a vocation is as appropriate or inappropriate for blind people as it is for those with sight. In other words, while the possession or lack of one of the five senses is vital, it should not be the sole or even the major determinant in work selection. Social work, as any service profession, requires a certain ability and personality make-up. Surely then, it is the presence of these requisites rather than the absence of sight which is important. The wisdom of vocational

choice is usually a reflection of careful and constructive vocational planning.

The importance of planning is illustrated in one of my favorite stories with which I shall conclude.

One lovely Sunday morning following church service, the Rev. Smith was walking home when he noticed Mr. Jones, a parishioner who was absent this morning, working in his garden. Wishing to let Mr. Jones know his absence had been observed, but anxious to do so tactfully lest this generous contributor to the church's coffers be offended, the Rev. Smith said pleasantly, "Good morning, Mr. Jones! You and the Lord certainly have a lovely garden."

Mr. Jones looked up and replied, "Yes, but you should have seen it when the Lord had it by Himself."

ACCEPTANCE OF JOHN H. McAULAY AWARD

Fred L. Gissoni, Placement Counselor
Bureau of Rehabilitation Services, Department of Education
Lexington, Kentucky

Without sounding trite, or just plain "corny," it is difficult for me to express my feelings, when I was told that I had been chosen to receive the John H. McAulay Award. I never knew John McAulay myself, but I know men who knew him and it is, indeed, an honor to receive an Award for placement activities given in his name.

In accepting the Award I feel that I must accept it, not only for myself, but also for those people and those experiences that have had an influence on my life to date.

In For Whom the Bell Tolls, Hemmingway says that "no man is an island unto himself." I believe this is true. For example, no baseball player has ever been voted the most valuable player of the year without the support of teammates, coaches, trainers, physicians, dietitians, and, ultimately, the inventor of baseball himself.

In the same way, no placement man can take full credit for any success which he may have. Credit must be shared with the client, his coworkers, foremen, personnel officers, plant management and labor leaders on the one hand, and on the other, with the community at large, family, friends, physicians, agency personnel, instructors, and, finally, with men like John McAulay who laid down principles and precepts of placement which the placement man of today uses as guides.

To accept an Award for activity in the field of placement has not only its honors but also its responsibilities. As a case in point, let me tell you that the letter telling me that I had been chosen to receive the McAulay Award also told me that I would have to prepare this acceptance speech. This is a responsibility that I was rather slow to discharge. It carries with it also the responsibility to recognize the place of placement. I believe it is the job of the placement man to bring to complerion all of the efforts of everyone involved in the vocational rehabilitation of a blind person. Every second spent with a client in counseling, every penny spent on diagnosis, on training, on equipment, is aimed at the eventual placement in gainful employment.

We can measure the economic significance of a placement in terms of a client's earnings, the amount of taxes he will pay during his working life as opposed to the money spent for his rehabilitation. We can never fully estimate the impact that employment has on the personality of a blind person. We can never estimate the degree to which holding a job enables the client to participate in the life of the community. We cannot accurately measure the extent to which his living standard is raised. Above all, we cannot know the degree of self-respect which he feels

when he comes home after a day's work for which he will receive a day's pay.

This Award, designed to recognize the efforts of those of us engaged in placement work and to challenge us to even greater efforts, is also intended to keep alive the memory of John McAulay. I believe that, in a greater sense, every time a blind person unlocks the door of his own place of business, or punches a time card in an industrial plant, or transcribes some dictation in an office, an even higher tribute is being paid to John McAulay and to men like him. Because, when these things happen, they mean that blind people, who might once have been regarded as objects of pity, have been transformed into independent, self-respecting useful, working members of society.

GROUP C

THE MULTIPLE HEALTH DISABILITIES OF THE BLIND

Dr. Ralph H. Pino, Ophthalmologist
Detroit, Michigan

If the clinician in ophthalmology were to give comprehensive consideration to the physical and mental health factors associated with blindness, he would find those to run nearly the entire range of the more common diseases and some of the less common, such as Marfans disease of which we have quite a number.

I have been an ophthalmologist for forty years in Detroit, twenty of which included medical supervision of Sight-Saving and Braille in the Detroit Public School system. Here, for school children, either private or public health facilities have been available to provide for all general disease conditions as indicated. For an ophthalmologist to try to give detailed direction for handling the various disease entities in this discussion for those beyond school age, when almost every disease of importance is cared for under direction of the specialist or general practitioner or the Public Health Department, would seem impractical. I believe that workers with the blind find this to be the case.

Many health problems of the adult blind have their origin, or are aggravated by, sociological and economic conditions. There has to be balance from the social and economic factors, or general medical care is not good, for sick social and economic conditions help to produce and maintain bodily illness in an already handicapped individual.

In my quite long experience with children from the kindergarten through high school, it has been a great source of satisfaction and wonderment as to what the teachers were able to do in creating within these children the mental concept of their ability to lead independent, comprehensive, happy, and successful lives. What magic they wrought in many who have become very successful wives and homemakers, teachers, lawyers, and judges, as examples, and in other realms with which you are familiar! I have many very successful, blind, happy patients in their adult years whom I knew in the Sight-Saving and Braille classes.

If only all could do as well! But that is not the case, for, after all, the blind people of this country are made up of the rank and file, and not all are as fortunate from any number of causes, from heredity to circumstance, from fine skills and much ambition, to lesser skills and no ambition, and no one can outline a Utopia to which all could possibly reach. The ophthalmologist sees many of the latter. We find a husband and wife living in different quarters, for by so doing they get more financial aid to the blind. We find many things. We call the Department of Social Welfare, or this or that agency, and often we can get no help from no fault of the agency personnel or of the patient, but sometimes from the fault of either one, or both. Too often, I believe, the main difficulty reverts to the economic legislative factor.

In this country, according to the National Society for the Prevention of Blindness, one person goes blind every twenty minutes, and we hear the words — words — words — joined in the chorus, "Aid to the Blind." One would think the blind were rolling in wealth with so much aid. I am reminded of the song in "My Fair Lady" so frequently repeated in that play, and the name of the song is "Just A Little Bit". "Just A Little

Bit . . . Just A Little Bit . . . Just A Little Bit."

It takes many people to staff our social-educational organizations "In Aid to the Blind," and they are doing the best they can. From the Division of Services for the Blind of our State Department of Social Welfare, I received a pamphlet listing 371 "known competitive employment opportunities now being held by physically capable, legally blind persons in the United States." Can it be that we do not have the imagination and financial resources to provide definite educational-employment institutions in this or any other state, making it possible for any person who is, or becomes blind, to know that, except in rare instances, if he is capable and willing to work, he will always be cared for—and from his own earnings, whether wholly on his own, or in a state-provided facility. That would give any blind person basis for courage.

I know the argument for independence and complete self-sufficiency as the ideal for the blind, and some have it in their own business or profession, but most do not, and cannot. Most all other people work in stores, factories, institutions, etc. If a man goes to the city from a farm, healthy in every way, including perfect vision, and learns to be a tool-maker, he more than likely has to live where factories are and is likely to work in a factory, though he will go to his own home at night, and twice per month get his earned check. Some workers, as in hospitals, live right in the institution, including nurses where the circumstance warrants, or go home.

I believe that in the city of Detroit, and all the larger cities of this country, for adults who are blind, combined trade school and manufacturing facilities could be provided under ideal circumstances. There is not time here to give details. (Later you may "shoot the works," and I will "abandon the fort.")

Are there not enough things the state and local governments need to use in state offices and institutions that the blind could make, as well as many things others need and would buy? Or would that interfere with private enterprise? If any profitable work a blind person might do to make a good living in a place built and run by the state would cause anyone to object as unfair competition, that individual should have both eyes covered for just one day. That might help a legislator also "to see the light."

Let's not talk about how smart we are in this miracle age—about going to the moon, and automation, and all the rest, if we cannot do better for people who are blind from no fault of their own than we are doing.

Today, people are spending far more on alcoholic beverages than on all health facilities combined, and the state governments are spending many times more on mopping up after the liquor interests than these interests ever turn over to the state in taxes, and at the same time producing one of our four leading crime, disease, and death entities, now in pandemic proportions. And yet we are niggardly with our blind citizens, and with the devoted teachers, social workers, nurses, and all who give their lives to this problem. I have never seen greater devotion to a cause than is shown by our sight-saving and Braille teachers.

I believe, if we use our imagination and our intelligence, that as high a degree of self-support among our blind citizens can be obtained, or higher, than in the rank and file of other citizens.

Given the adult-education, financial-recreational opportunities they deserve, each blind person will be able, through prepayment plans, to obtain the medical care he needs on his own. As far as possible, give them priority on Government contracts, and without pampering.

Let those of us not beholden to government for income help our American Association of Workers for the Blind in their work by using our influence with our legislators. Our legislators want to do the right thing for the blind. They need our thoughts and our help.

MULTIPLE DISABILITIES AND THE PROBLEMS THEY PRESENT IN SERVICES TO BLIND INDIVIDUALS

Medical Social Point of View

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As concerns an agency primarily responsible for the rehabilitation of blind, the first attempt to offer guidance, training and placement to a visually handicapped applicant with a major coexisting disability can be very challenging. Typical of human beings, our first inclination is to run away and avoid a problem that is unfamiliar and strange to us. So long as we have not had the opportunity to become skillful and confident in coping with special problems, we normally are inclined to avoid them. Such a reaction can also be quite normal to a comparatively new staff member who, in the past, has developed confidence in providing counseling services to a client whose only major problem is blindness. It will be well for him to expect a greater proportion of blind applicants with complicated coexisting disabilities in the future, for the blind are also exposed and susceptible to other ills normally acquired by everyone. Rather than attempt to "unload," it would be well to recognize the importance of accumulating valuable experience in helping to develop confidence and to cope with similar situations in the future.

Are we confining ourselves to a discussion of persons with more than one major *physical* disability? At the risk of becoming elementary, it is well to remember that any one major physical disability may very well be identified with emotional, psychological problems which, in themselves, can create the appearance of a second major disability. In essence then, we are saying that we should anticipate a major physical disability to be complicated by emotional, psychological problems. Needless to say, the emotional, psychological problems can be more handicapping than the physical disability itself. Never forgetting that we are talking about an integrated person, a good analytical approach is to consider evaluation of remaining functions and handicaps resulting from the physical disability, and the degree of adjustment and acceptance or lack of same as related to the emotional, psychological status of the individual.

This, then, is an appeal to all agency staff to appreciate the difference that exists among individuals, that each one will respond differently to the effects of a major physical disability, and that a major emotional, psychological disability may be the second problem that will need a lot of attention, guidance and counseling. No matter whether a second or third major physical disability exists, they all contribute to the ever-present, intangible, emotional, psychological problem which will also need attention in the form of complete evaluation, understanding, treatment and care.

One of the first decisions that needs to be made is the question of responsibility. Depending upon the severity of the other disability, it may be decided that the agency in question is not in a position to accept responsibility. Some decision will need to be made as to which disability presents the greatest problem and also to study the ability of other resources in the area, their familiarity and skills in handling the disability presenting the greatest problem.

Is the approach to securing adequate medico-social information any different from that in learning about the eye condition? Basically, there is very little difference. Medical evaluation will help in determining responsibility in measuring the extent of organic and functional disability and resulting handicaps. An eye report is considered a special medical report elaborating on the history of eye disease, measure of visual function, forecast,

prognosis as to possible course that eye condition which may follow, and recommendation, treatment and care. As concerns coexisting disability, a similar special medical report will need to be secured from a medical specialist. He needs to be encouraged to elaborate upon extent and severity of the disability, imposing limitations and handicaps to organic function, recommendation for treatment, prosthesis and prognosis.

As lay professional staff, we need to recognize and appreciate the special skills of a medical specialist and, therefore, it behooves us to seek such interpretive and counseling services. The one tool that will give us greater confidence is having available the services of a consultant other than eye. Agencies for blind accumulate years of experience through identifying themselves closely with ophthalmologists and usually have a consultant to assist them in evaluating technical eye reports. In like manner, a consultant other than eye is indispensable in reviewing technical medical information concerned with body illnesses. In addition to interpreting the extent of the organic disability, the consultant is in a position to measure remaining functional capacities, prognosis and receptivity to treatment and care. Concerning severe coexisting disabilities, indicating questionable positive response to treatment, long and expensive medical care and, also, raising questions as to physical capacity to eventually accept minimum job requirements because of severity of illnesses, the consultant can materially help in arriving at a decision as to eligibility and potentialities as concerns eventual rehabilitation.

In considering a plan of action beyond the diagnosis, certain basic principles are essential in pursuing medical care and treatment. The following guide may be considered when developing a plan of approach:

1. Restoring as Near Normal Function as Possible — A positive approach is to never presume condition is permanently helpless and uncorrectable. An alert and progressively minded consultant can avoid spending funds unwisely, but judicially consider latest medical techniques, medication and prosthesis.

2. Arrest and Control Course of Disease or Malformation — Once it is determined that condition cannot be improved, the next goal is to prevent deterioration. Consider therapeutic methods of increasing function, tone and movement of involved organ, and consider increasing usefulness of function of other sense organs.

3. Prosthesis — Rapid strides have been made in the field of prosthesis, especially in the realm of modification of standard equipment to the needs of the individual. Progress in the field of electronics and sonar equipment opens many avenues to disabled persons lacking physical ability to manipulate mechanical devices.

4. Follow-up Care — In addition to the importance of following prescribed treatment and medication to completion during the period of rehabilitation, it is also important that the client be properly counseled as to purpose of long-term prescription as recommended, importance of periodic reexamination, importance of regularity in taking medication, etc.

Perhaps the greatest challenge to the staff member assigned the task of accumulating information, medical and social, is his ability to keep in mind that he needs to carefully evaluate the abilities that remain and the extent of functional usefulness to the particular individual in question. In other words, it is not a question as to whether the person is mentally retarded, diabetic, deaf, etc., but rather what is his remaining function and how well does he use it and what is his adjustment. A medical report may be technically very discouraging and, on paper, not support any consideration which may be planned. It becomes, therefore, very important that each individual situation be measured upon merit and individuality. Ideally, an agency for the blind should capitalize upon all the resources of the community, including agencies that may contribute their knowledge, skills and other services. To be completely informed, information and knowledge that may be available through other agencies should be secured. Staff of other agencies experienced in the major disability in question should be invited in as part of a team to assist in resolving a difficult rehabilitation plan. Don't let the title of this discussion mislead you in trying to see each major physical disability by itself. To see each major physical and emo-

tional disability separately would be following the same pattern a butcher does when he carves his meat. We must continue to bear in mind that we are dealing with an integrated person who manifests normal reactions to problems, physical and otherwise, and comes to us for guidance, to have a better understanding of himself, to secure confidence in knowing that he can utilize whatever capacities he has remaining, and in knowing that these capacities may be made more useful in order that he may contribute to his own happiness, to his independence, and to his loved ones.

WORKING WITH PERSONS WHO HAVE MULTIPLE HANDICAPS AS SEEN BY A HOME TEACHER

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When discussing persons who have two or more handicaps, it is almost impossible to make specific statements about their problems or about the best ways of helping them. Not only are we dealing with all the variables which make up humanity, but with a large number of handicap combinations, each combination producing a different set of problems and strengths. To illustrate the point, let us consider just a few of the possible combinations: There are persons who are deaf and blind, those who are blind as well as orthopedically handicapped, those who are blind and suffer with heart disease or vascular impairment, those who have poor sight and limited use of one or both hands, those who are mentally retarded in addition to having poor vision, blind people with severe diabetes, muscular paralysis, or multiple sclerosis, etc., etc. Except for the common problems of blindness, each of the persons has a different set of limitations to which to adjust. Therefore, my comments will be along general lines, and no attempt will be made to suggest a specific plan for dealing with an individual set of circumstances.

First of all, the person who has more than one handicap is not merely subject to the limitations of each of these handicaps taken separately, but rather these handicaps interact and multiply in such a way as to produce a resultant limitation greater than the sum of both impairments. For example, the deaf-blind person is not only forced to cope with the problems of a person who does not hear or see, but he is placed in a life of isolation and dependence more than equal to that of a deaf and blind person combined. The visually handicapped amputee has a far more difficult time learning to travel with an artificial leg than either a blind person or an amputee would have, for the inability to see makes the business of learning to navigate with the leg far harder than it would otherwise be. The examples could be greatly amplified in order to bring out the cumulative subtleties which plague the human being who must learn to live with more than one disability.

As home teachers, we receive referrals which vary all the way from comprehensive medical and social histories of considerable length, to little more than the name and the address. It is our job to secure adequate information, so we can best know how to plan with the client in an intelligent way. This is of the greatest importance when dealing with a client who has more than one handicap. In one way or another (and for those living in rural areas, this is someimes difficult), the teacher needs to obtain a thorough medical picture of the client.

Why is this necessary? First, to protect the client. If travel or cooking are to be taught or encouraged, the teacher must be sure that the client has sufficient coordination and presence of mind to engage in these activities without danger to himself. I am reminded of a woman who was blind and not

too well-coordinated who insisted that I teach her travel. She lived on a busy thoroughfare; the curb did not exist; I had visions of her wandering out into this busy street and refused instruction. Fortunately for both of us, the doctor who was consulted by me agreed that travel would be dangerous; and the client was able to accept this medical verdict. Then, too, if the teacher has an accurate picture of the client's medical condition, she can plan with him in such a way as to make use of his remaining strengths, and prevent him from suffering unnecessary failures, of which he has probably had more than his share. We all know that interpreting to the client and his family his weaknesses and strengths is a big part of our job; this service is even more difficult and necessary for a multiply-handicapped person, and cannot be done unless the teacher has adequate information.

The teacher who is working with someone who has more than one handicap needs to remember that her focus is the set of problems caused by blindness. With the exception of the problems peculiar to the deaf-blind, the home teacher certainly cannot assume the additional function of, let us say, a physical therapist or instructor in the use of a prosthesis. These additional needs should be met through community resources, of which the teacher should have complete knowledge. The Heart Association, Multiple Sclerosis Association, Society for the Hard of Hearing, and many others, can be called in to give much valuable assistance in areas where the home teacher has neither the skill nor the time to function. I am reminded of one situation in which I worked with a woman severely handicapped by multiple sclerosis, which had caused her blindness. Because of her many physical problems, we could offer her little in the way of agency service, but a request made to the local association which served those with multiple sclerosis brought forth much needed help. Recreational facilities were made available, social contacts, a wheelchair and other tangible articles. Having made the referral, I more or less withdrew from the case. I had been able to do little for her problems caused by blindness, but had been fortunate enough to find other facilities to meet the needs caused by her illness. This can sometimes be done in a large city, but I grant that such facilities are often hard to find in rural areas, though sometimes we professional people do not "milk dry" the limited resources which do exist. Also, we all need to use the vast reservoir of good will which is available through friends, relatives, and volunteeers.

When working with a visually handicapped person, the home teacher is, of course, on the alert for persons whose vision can be improved through operation, treatment, or glasses. This is of even greater importance when another handicap is present. For the person who cannot use both hands normally, a little sight can be a tremendous boon, as it can for one who is hard-of-hearing or not steady on his feet. The teacher will want to make doubly sure that every possibility for securing more sight has been explored.

But what of the work which the home teachers does with this multiply-handicapped client? The teacher will proceed as she normally does, that is, whatever skill the client wants and can use will be taught; an effort will be made to help him attain whatever independence he can and will strive for; and much work will be given to the problem of acceptance of his unique situation both by himself and by the family. All of these ideas are employed whenever we work with any individual, and the number and severity of handicaps do not change them, only techniques of application.

The teacher will need to be aware of special devices and approaches to meet the client's peculiar needs. For example, the fact that a book does exist whereby one-handed people can learn to type could be of great value, as could a device which can be attached to the typewriter to indicate to the hard-of-hearing person that the bell has rung at the end of the line. Certain occupational therapists might be helpful in suggesting crafts which can be done with only one hand. These tools can be the difference between continued failure and some much-needed success experiences, and may help the client to become more resourceful regarding his own particular problems.

When planning a definite teaching program, the teacher needs to evaluate the client's remaining assets, weigh the possibility of failure, and decide whether the risk is worth-

while. Is it worth it to the client, whose touch is severely impaired through diabetes or multiple sclerosis, to struggle with Braille? Will a few letters learned be worth the hours of strain and possible feelings of lessened worth? Sometimes we home teachers tend to try anything in the belief that a grain of success is a good thing. The person happy with his Talking Book might remain happy if he did not know he couldn't learn Braille.

The same problem exists when the teacher attempts to spur the severely handicapped person on to attaining a degree of independence which is beyond him. It takes an accurate picture of the client, plus a fine sense of the client's personal and family need for independence, to guide the teacher in attempting to secure this delicate balance of attempting all that is possible, and no more.

We have all seen persons whose handicaps are so disabling that no tangible service can be given. The Talking Book can be of the greatest importance in these instances. A love of reading or a growing interest in a certain subject can sometimes be fostered by the teacher. Sometimes there is no spark of interest, no wish to do even that which the person can do. Then, only the gaining of self-acceptance can make much difference in the client's ultimate happiness. We all know that a severely handicapped person can live in a useful, self-rewarding way. The picture of a partially paralyzed, blind woman I worked with comes to mind; many things were impossible for her, but she retained position as wife and mother in her home.

What makes the difference between a woman like this and the person who has lost hope? We know little of the spiritual resources, the drive, that makes people do heroic acts or live heroic lives in the face of great odds. We know even less about how to instill this in a person. A meaningful relationship with the teacher could help. The acquisition of religious faith or contact with the great philosophies of the world could help. A family who continues to love much and expect much of the handicapped person can make the giving up so impossible that it is simpler to keep on trying.

So, we may be unable to help a goodly number of those whose handicaps have proved too overpowering, both physically and psychologically. Even so, we need to approach each new situation in a spirit of hope; we evaluate carefully from adequate data, use all the outside help we can get, plan in such a way as to emphasize strength and not weaknesses, and seek with the client for that spark of the ultimate value of life which does exist, sometimes miraculously, in the most impoverished lives.

GROUP D

ORGANIZING COMMUNITY RESOURCES TO PROVIDE MORE ADEQUATE SERVICES TO THE BLIND

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Organizing community resources to provide more adequate services to the blind is a most ambitious subject. It may be, also, a kind of wishful thinking. It is a many-sided topic, and, for that matter, a many-sided problem. Whatever conclusions are drawn may be either right or wrong, depending upon the community, the blind in that community, and the type of service provided, and even the person, or agency, providing the service.

Of course, as far as we are concerned, the first consideration is the blind person within the community. Naturally, there are all types and kinds of blind people, and they cannot be classified into specific categories with any degree of finality. And, having said that you cannot classify the blind, let's try to do a partial job of it.

First, there is the blind beggar, (mendicant, please), who, like the seven-year itch, is always with us. Of course, the less said about him the better. But you cannot ignore him, for no matter how much you may wish it, he will not go away. It should be stated quite frankly that most of these people do not want to work. But the thing of greater consequence is that the presence of a blind beggar is a potential threat to the employment of all other blind people.

Second, there are the unemployable blind. This group may be large or small, depending upon one's definition of employment, but still the group exists. While the type of service which can be provided this particular group is limited, it is perhaps the most needy group of all, and the most desperately hungry group for intelligent service.

Third, there is the group which is reasonably, maybe even perfectly, content to sit idly in rocking chairs, accept their relief checks, criticize all programs for the blind, and cry out that they are not getting a "square deal," and, if the truth were known, they simply do not want to work. Of course, they will never admit this—the job offered them does not suit them, etc. Some years ago I received an urgent letter from a prominent citizen of my state asking me to investigate the case of a man who said he wanted to work, but couldn't get a job. Upon contacting this man, I found that he had one particular job in mind, a job which, at that time, was filled by another needy blind person. Naturally, you cannot fire one needy man to make room for another one. A variety of jobs had been offered him, all of which he said he either could not do, or did not like. He was loud in his complaint against those who had not given him the job he wanted; and he consistently refused any other job. Be it said to the very great credit of the particular department rendering this particular type of service, that they did not write him off the list, but kept working with him, and, after several years, this one particular job came open, and he took it. I recall another, almost similar instance. One

morning I met one of our placement agents of the Division for the Blind in the lobby of the hotel. He was all excited. A young woman, reasonably capable, had been after him for a job; he had found one. I rode with him to her home, located in a small town in our state. The girl, together with her mother who insisted on "sitting in," listened to the details of the job—a simple job, one which could easily be performed. To every obstacle they raised, the placement agent had an answer —he had made most thorough preparations, even to escort service to and from the place of employment. Finally, the girl said, "Well, to tell the truth, I just don't want to go to work right now."

And, fourth, there is the large—we believe the largest—group of blind people who want to work, who want to be an active part of the community, who have a contribution to make to the life of the community, and who, if provided an opportunity to do so, will make that contribution. The presence of this group makes possible the bearing of all the disappointments received in trying to help the other groups. As one social worker put it, "When you meet some one like that, you want to give him the whole program."

Another major obstacle to the providing of services to the blind is the mass of misconceptions held about blind people. We can mention but a few!

1. All blind people are musical. Most of the ones whom I know are *not*. If you attend many conventions, and listen to the off-key quartettes bursting forth upon the smoky midnight air, you may agree with me. Inevitably, there is the lowdown bass, and inevitably the high-pitched, slightly sour "Whiskey Tenor."

2. All blind people are religious. Believe me, most of those whom I know are not. They are just about like any other group. I recall vividly the story told by two friends of mine who, at the time, were students in the University. They were meandering up the street one evening, feeling none the worse for the pint they had consumed, when they come to the corner, and weaved a little, waiting for the weaving traffic to stop for them. A bystander made this comment, which almost sobered them: "When you are blind, it's bad; and when you're drunk, it's bad; but when you are blind and drunk, then you have really played hell." A dear saintly lady was talking to me some years ago. She was almost the victim of shock when she heard that some blind people would take a drink.

3. All blind people are happy. If you say that they are loud, I might possibly concede that, but to say that they are all happy is no more true of them than of any other group.

4. All blind people can do anything—they can tell bills apart, they can perform all manner of strange feats, except, of course, earn a living for themselves.

5. Blind people can do nothing; you must never speak directly to them; you can talk about them to their face; they cannot hear you, because they cannot see; and, because they are so helpless, you must pity them, but never give them a chance. Sometime ago I was preparing to board a plane for a flight home. Thi girl at the ticket counter sold the ticket, meticulously gave the information about the flight, then turned to the friend who was seeing me off, and said, "Does he fly?" Pardon me if I flipped a bit. I replied, "No, he doesn't fly much; you see, he is blind, and his wings get tangled up in the limbs of trees." I don't know where she went; she disappeared. Maybe she took off.

Since we have gone this far, it may be well to raise a few warning signs for the benefit of those who have the intelligence to heed them.

1. Beware of all groups and organizations which blatently proclaim, "We speak for the blind." During the past few years, we have witnessed the emergence of more than one such group. While an organization may speak for its membership when its membership has spoken, no organization can speak for all the blind any more than one political party can speak for all Americans.

2. Beware of the multiplicity of organizations raising funds for programs of services for the blind. Certainly, this should not be interpreted as an indictment of legitimate organizations rendering capable and devoted services to and for the blind—all Honor to Them. May they raise a million dollars next week. But any organization which will not reveal its expenditures and receipts, which sends out unsolicited merchandise, which

dramatizes the plight of the blind as pitiful and needy—any such organization is on Page One of my personal black list. Their greatest evil, however, is that they reflect upon legitimate enterprises for the blind. While I know that this should not be, I also know that it is true.

3. Beware of "Do Gooders," who come with little baskets tied with baby blue ribbon, to (sniffle) bring a little ray of sunshine into the darkened lives of the blind. When I was quite a young fellow, before I had learned to mask my feelings, I was sitting in my hotel room one day just prior to Christmas, when there came a knock at the door. Two dear ladies stood there, with a basket of fruit, from some club or other. To say the least, I was nonplussed. But they quickly explained. They were out bringing Christmas joy to all the shut-ins, poor people, and handicapped people who might not have any Christmas, and they wanted to include me. The irony of the situation struck me before I blew up, and saved them, I fear, from a very startled reaction. I suddenly remembered that I had made a contribution to the very fund from which I was now receiving a basket. I totalled up the value of my receipts—yes, as usual, it cost me more than I got back. In the earlier days of the Association, which I now serve as President, some of the well-meaning leaders put a notice in the paper something like this, "When you are going out riding on Sunday, come by our home and take some of the poor blind people with you—they love to ride." Someone is reported to have asked why they liked to ride, since they couldn't see the scenery, and some other person replied, "Well, I guess they can feel the wind as it passes them."

4. Beware the social worker who has lost the milk of human kindness. While it is sickening to be smothered in silly sentimentalism, it is equally frustrating to find oneself Case Number 642 in someone's professional notebook. Surely, it is most difficult to know where to draw the line. Last autumn a doctor telephoned me, asking if I would talk to one of his patients. The man either had to have an operation, with only a fifty-fifty chance, or he was surely going blind. A social worker from the County Department had visited this man, and had meticulously outlined to him all the services available to him should he go blind. So crisp and matter-of-fact was she, that she had literally scared the daylights out of the man. I talked with the man, and learned that, beside his fear of darkness, his greatest fear was of being unable to support his family. A conversation with the superintendent of the mill gave me assurance (the superintendent went with me to give his assurance) that they would make a place for him, should he lose his vision. Result: he had the operation; it was successful; he didn't need any of us. Of course, no competent social worker can become too involved in the affairs of a client. But the least which she can give to the client is a personal touch, a sincere interest in the person himself and the peculiar problems confronting him. Another case from my personal file is that of a blind person who had five dollars deducted from his aid check because he had not reported contributions given him for two or three winter months by a social club, to help them pay for winter fuel. I talked with the social worker, who said to me indignantly, "But that person actually lied to me; he didn't report that income." My reply, which was not classic, was, "Do you think you could live on $42 a month?" "No," she replied, "But I am not blind." Do you want to hear the end of the story? The money was restored; and I informed the group how to help without penalizing the blind person. It is asking quite a lot of a person who makes $400 plus per month to understand the problems of a client who may receive only $40 or $50 per month. If, then, that social worker fails to remember that that is not just a case, but a person, that social worker has lost the greatest possible opportunity to be of real service.

In any attempt to organize a community in order that more adequate services may be provided to the blind, there are at least three major factors which should be considered: 1. The type and kind of community; 2. The type of service most needed; and, 3. Whether the effort to secure this service is made by professionally trained personnel, or by volunteers.

I. Communities vary widely. There is the small rural community, the small manufacturing town, the metropolis. In the small town, everyone usually knows the blind person,

which can be both good and bad. He may be highly esteemed, or regarded as an object of community pity. While the small community will provide fewer opportunities for employment, the blind person should find it easier to develop friendships, and to be accepted into the life of the communiy. The larger community and the metropolitan area may provide greater opportunities for employment, and easier access to agencies serving the blind. While employment may be more easily obtained, other opportunities may not exist. In some such areas, there is even a tendency to segregate the blind, a trend which, it seems, some blind people tend to encourage.

II. As for the type of service most needed by the blind, here again, no catalog can be followed. There are some blind people, (and more of them than you may realize), who do not need any service. They can make their own way in the world; they ask for nothing; and they rightly resent noses being poked into their affairs. Many blind people occupy important positions, are happy and useful, who have never requested or received help form anybody. More Power to Them—let them alone.

As for those who do need services, as stated above, there are no definite rules. It is the general custom to place "Employment" at the top of the list, and perhaps it belongs there. But this is not always the thing of greatest personal concern to the blind person. They may be lonely, they may need recreational activities, etc. Perhaps, most important of all, they just want to "belong"; to feel that they are a part of the world, that they are both wanted and needed. To many of us here who are blind, this may sound like a reproduction from the records of half a century ago, but to those of us who are concerned with evaluating the needs of the blind, the statements will be recognized as regrettable facts. All of us know of many instances where blind persons are gainfully employed, but who are getting little happiness from life.

III. The age-old argument relating to which can more efficiently serve the blind, the professionally trained social worker, or the volunteer, cannot be discussed here, and most certainly cannot be resolved here. Let it be firmly stated, however, that there is plenty of room for all who want to work. The professionaly trained worker needs the services of the volunteer, and the volunteer surely needs the intelligent guidance of the professionally trained worker. The important thing is not so much who does the job—it is that the job is getting done.

The first step in organizing a community to render more efficient service to the blind is a subtle campaign of education. I say subtle, because if you turn the glaring spotlight of publicity upon any blind person or group, you may destroy your client before you can begin to help him. In such an educational campaign, one should never point to the blind mogul who has made a million dollars, but to those ordinary human beings who have been helped, and who have made a satisfactory adjustment to life. Particular emphasis may be placed on the role played by the community in helping those blind persons to achieve the goal of successful living.

If the greatest need of the blind person is determined to be employment, this problem can best be handled by a trained placement agent, or a professionally trained worker whose duties are similar to those of a placement agent. The general technique involved is too well known by his group here to merit further discussion.

Let us suppose, however, that the greatest need of the client is to be accepted into, and made a part of, the community. The person attempting to render service to the client should first endeavor to learn his chief interest. If he is religiously inclined, a frank conversation with the clergyman will open many doors. The modern clergy are trained to handle such problems with dignity and poise. He will contact the proper persons within the various departments of the church, and instruct them as to their duties, and, also, as to their attitudes.

But, as stated earlier, all blind people are not religious. Perhaps his main interest is sports—and there are more sports fans among us than one might imagine. The officials of a local ball club, a local gymnasium, a local radio or TV station, will often become interested, and will literally envelope the client in an atmosphere of sports. Other groups which can be relied upon for help in many other ways, and in developing many other interests,

are garden clubs, Y.M., and Y.W.C.A.'s, and Service Clubs. Here, one should give a special Honorable Mention to Lions Clubs. These men take seriously their role of being a friend to the blind. Having been a Lion for twenty-two years, and having worked with local Clubs, and State Councils on many problems, I can testify that a Lion will go out of his way to be of service.

It is my considered opinion that most people really want to help the blind. But they are bewildered as to what to do, they are awkward and afraid, and they are not informed as to what can be done. They fall easy prey to the whining calls for charity; and, because they are ignorant of how to help, they take the easy way of dropping a dime into a cup, patting themselves on the back, and forgetting, or trying to forget, the whole matter. But, if a community can be educated so as to understand its blind citizens and their problems, if a community can be shown that it can do something about it, if a community can be challenged to marshall its resources to meet the needs of the blind who dwell within it, then the difficulties of those blind people will be met, and their problems solved successfully. And even more rewarding, perhaps, will be the feeling of community pride, and the willingness to accept other opportunities of service. And happiest of all will be that blind person who is made to feel that he is pulling down his own weight, that he is a living part of the community, that he is wanted—that he "belongs." For those of us who must organize the resources of our communities to provide more adequate services to the blind, it is a tremendous undertaking, but the results justify every effort which we make—yes, it is worth it.

CURRENT TRENDS IN PROVIDING SERVICES TO BLIND PERSONS

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So many significant developments are taking place on so many fronts of work with blind persons, that it would be impossible to list them all in the time allotted to me; therefore, I would like to discuss only a few of the trends in providing services to blind persons that appear to me to be of greatest importance.

As you know, two-thirds of the persons that are registered as blind have some functional vision. Within the last decade it has been found that, through careful refractory methods and with the use of newly developed lenses, the vision of many of these persons can be improved tremendously. In fact, many have been removed from the category of legal blindness. It has been found expedient to treat this group through optical aid or low vision clinics, where a multi-discipinary approach is used to provide the client with expert examining and fitting services and, thereafter, with training in the use of new spectacles. The success of those already in operation is encouraging other agencies and organizations to establish new ones. This new type of service seems to offer promise of improving vision for the largest percentage of blind persons in the United States.

The next largest group of blind persons are served through library services. Here, it is interesting to note that, while the number of Braille readers remains static at around 12,000, the number of Talking Book readers continues to increase—the number at present being estimated to be approximately 60,000. With this increase in usage, we find that the number of available titles is continually increasing and consequently additional scope and variety of material is available to the blind reader. With this steady increase in demand, research continues into better means of recording and better methods of reproduction.

In the area of training and education, some startling developments are taking place. Years ago, the residential school was almsot the only resource for the education of blind children. In the early 'forties, due to prevalence of retrolental fibroplasia, there was a sudden

increase in the number of blind children in the United States with the result that in the late 'forties, when the first of these 10,000 children were of school age, the capacity of the residential schools for the blind was not great enough to accommodate them; consequently, many of these children were sent to public schools where their special needs were met through the use of a resource or itinerant teachers. These teachers serve as liaison between the blind student and the regular classroom teacher and assist the blind student to make adequate preparations for class by teaching Braille, transcribing lesson material into Braille reading assignments that are not available in Braille, and helping in many other ways. The resource teacher usually remains in a resource room in a school in a large metropolitan area which is attended by a number of blind children. The itinerant teacher travels from school to school, usually in a rural area. The results of this new experience have been most gratifying and successful. As a consequence, in 1955, 40 per cent of blind children of school age in the United States were attending public school and in 1959 of the 13,500 school-age blind children about 6,800 were attending public school classes and about 6,700 were enrolled in residential schools. This growth in public school attendance by blind children has been rapid, with the result that there are now too few qualified teachers to serve in the resource or itinerant teacher capacity. Nor does this growth spell death for the residential school. Rather, it indicates its use as a training facility for the blind child who is multiply-handicapped or for some reason cannot succeed in the public school environment.

On the college level, more blind persons than ever before are enrolled. In 1957, a study by the United States Office of Education indicated that 915 blind persons were enrolled in 415 colleges and universities. Although the courses of study were not broken down, we know that a broad scope of areas of study was represented. Many schools who had not admitted blind students before are now happy to do so. Notable examples are Schools of Social Work, Engineering and Science.

The increase in the number of blind persons being educated at all levels has meant an increased need for Braille and recorded textbooks and resource material, as well as for direct reader service. This demand has been satisfied through the services, in the main, of volunteers. While these individuals are filling a much needed gap, some communities have felt that reader services for blind students should be provided for through direct appropriation. Consequently, we are beginning to see transcribers and readers hired on a regular basis.

Prior to 1944, except for the use of a guide dog, there was no systematic method of teaching blind persons to get about on their own. Since that time, there has been increasing recognition of the need for systematically training a blind person in the use of orientation and mobility skills. Rehabilitation centers for the blind were the first to recognize this need, and now more and more governmental and voluntary agencies are providing this service, either to classes of blind persons in a center setting, or to individuals on an itinerant basis.

In the area of vocational training, less and less emphasis is being placed on specialized training of blind persons in a special training facility. The emphasis is being shifted more and more to providing the training in a regular vocational, technical or business school, along with seeing students. The result is that there is an ever-increasing variety in the types of employment in which blind persons engage. We are finding that the "jobs for the blind" are fast disappearing, and blind persons are finding employment in the field for which they have particular skill, interest and training. Even the revised form of the DICTIONARY OF OCCUPATIONAL TITLES will, when it is pubished, recognize that 60 per cent of the jobs listed can be performed with limited or no vision, whereas the older edition was highly restrictive. In the field of employment, a larger number of blind persons are being employed in professional and white-collar occupations, and fewer in competitive jobs, while a significant number are finding satisfactory employment in rural occupations and in small businesses. The number of blind persons employed in sheltered workshops remains relatively stable, although slightly on the increase from year to year.

The services which I have mentioned, i.e., optical aids, education, training, and employ-

ment, are dependent upon the competency of personnel in organizations, institutions and agencies that provide them. Agencies are at long last taking time to tackle the job of defining their role and clarifying the functions of their employees. The day of the staff member who is all things to all people is rapidly vanishing. Specialization and career planning is taking its place. Training is being made available on the undergraduate and graduate levels for persons wishing to specialize in particular areas of work with people, including blind people. Training courses on original basis are being conducted for teachers of blind children. Rehabilitation counselor training is available on the graduate level in at least 30 colleges throughout the United States, and rehabilitation emphasis is being given in such fields of specialization as social work, nursing, physiotherapy, occupational therapy and medicine. A special training program has recently been initiated in the development of employment opportunities for blind persons in competitive occupations, and planning is now under way for training, on the graduate level, of orientation and mobility instructors. In all of these cases, stipends are available to assist the student to finance his training. Salaries which have been low are beginning to climb, and they will have to continue to do so if agencies serving the blind can compete for the services of trained, qualified people. In addition, persons already employed in the field, in order to maintain their status, will be taking advantage of the other training opportunities which will come.

In the last two decades, our attention has been focused on the need for technical research which was inspired by World War II. The lessons learned stimulated psychological and social research on a large scale. This research has uncovered many new facts which may have direct application to various aspects of work with blind persons. Consequently, a number of small research projects have been carried out to study these possibilities. The results have been somewhat disappointing because of the restricted nature of the investigations. Consequently, the emphasis now is being placed on the large interdisciplinary project which involves a large variety of professional competencies, each focused on its own aspect of the problem to be studied. Two such projects are under way, one at the New York School of Social Work on "Attitudes Toward Blindness" and the other at Northwestern University on "Development of Children Afflicted with Retrolental Fibroplasia," involving funds amounting to over $280,000 for a three-year period.

Technical experts are now giving much thought to methods of applying knowledge gained through general technical research to such areas of service to blind persons as embossing and reading of Braille, guidance devices, new reading machines, and methods of training the sensorium for over-all orientation and mobility purposes.

Through the years, blind persons have enjoyed the benefits of special legislation and the services of specialized agencies, such as aid to the needy blind, library services, priority for certain Government contracts, vending stands on Federal property, and special income tax deductions.

For years, the preferential treatment of blind persons has led the way in establishing a pattern of services to other groups. The Talking Book, for instance, developed by the American Foundation for the Blind, is really the forerunner of the long-playing hi-fi record that is so popular today. Aid to the needy blind was the first step in the recognition of the need for categorical public assistance, and, finally, the workshop for the blind has blazed the trail for sheltered shops for all handicapped persons. With their eyes on these and other special considerations, a number of disability groups, such as the deaf, the mentally retarded, the emotionally disturbed, and the cerebral palsied, have begun to bombard Congress for requests for fragmentary bits of preferential legislation. This piecemeal approach has disturbed many congressmen, with the result that last month a special Congressional study on "Special Education and Rehabilitation" was initiated by the Sub-committee on Special Education of the Committee on Education and Labor of the United States House of Representatives. This Committee was authorized to undertake a study, which will be broad in scope and which will review all existent legislation and the needs of all disability groups in the country. They are expected to recommend legislation that will provide a broad, coordinated approach to

the unmet needs of all disability groups. Looking back, there is no doubt that the advances in preferential legislation for blind persons has made this new broad coordinated approach possible.

In bringing the foregoing trends to your attention, I have made no attempt to draw any conclusions. However, it is apparent that services to blind persons are being provided on a much broader scale than ever before. Thus, it seems to me, that we are on the threshold of new and startling developments which offer unbounded hope for the future welfare of all blind persons.

THE ROAD AHEAD IN SERVICES TO THE BLIND

Howard M. Liechty, Vice-President and Managing Editor
Matilda Ziegler Publishing Company for the Blind
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It is comparatively simple to look backward and learn how services for blind people were provided in earlier years and up to the present, and to judge their effectiveness. None of us can forecast just how services will develop in the future; but perhaps we can take a look toward what we think *should* be the course in the future, in terms of the foundations that have been laid thus far, and of the course of developments in and outside our own field, and of what we consider ideal services toward which to strive in the coming years.

What we have today in services for blind people has evolved from earlier beginnings. We and our methods and ideas are inescapably the product of our progenitors; we cannot but build on and improve upon the experience of the generations from whom we stem. But build we must, and do. We make conscious effort to abjure that which in the past we see as falling short of what is desired. Our evaluation of individual human beings has evolved from earlier standards, and we are today far more concerned for the individual's welfare than ever before.

Our over-all convention theme takes in a four-decade span from 1939 to 1979. We are now in the middle of that period. If we look at the past two decades to see what has been done by way of Federal legislation, for example, we see that it has dealt with such varied services as education of blind children, library service, vocational rehabilitation, Government purchase of blind-made products, financial aid to blind persons, income tax exemptions, travel cost reduction, and special mailing privileges.

The no less than 50 laws and amendments affecting blind persons, enacted by Congress since 1879, are impressive testimony to the resources and services available to blind people via the Federal Government alone. Every state also has its laws to deal with phases of these needs. While this is not the time nor the place to further analyze it here, our interest is to note that there is, indeed, a vast body of legislation in behalf of blind people. In the words of Joseph V. Hunt, Assistant Director of the Office of Vocational Rehabilitation, writing in *The Journal of Rehabilitation* for September-October 1958: "During the last decade the growth in social programs, through a fast changing political and social philosophy in both the Administration and the Congress, has been breathtaking indeed." Blind people have shared fully in this speeded-up progress.

On the level of social consciousnesss and social responsibility in society, aside from government, we have seen in these recent decades a tremendous development. We have the advantage of a great reservoir of social service experience that has developed over the years, but we who are concerned with blindness have only recently begun to deliberately appropriate the broad bases of social service experience and skills in our specialized and comparatively small field. We are becoming really aware that ours is a part of the broad *social work* field, and that apartness from the whole general body of social work knowledge and experience is arbitrary, shortsighted and unnatural. In a concrete and practical sense, our identification means that we will merge

with the social work field, in experience and knowledge, practice and understanding, and philosophy. In reality the professional services that blind persons need are the same ones that anyone may need; for example, if rehabilitative assistance is an individual's need, a person trained in rehabilitation service can render such service to anyone who needs it, whether he needs it because of blindness or any other cause.

We are, properly, concerned these days about the integration of blind people in society. This is currently one of the more sensitive subjects that we discuss in our field. Because there is such high sensitivity, almost anything that one might say on the subject will be seized upon by someone or other, either as being an outmoded or retrogressive or discriminatory attitude, on the one hand, or as being impractical and visionary on the other. I shall proceed on the assumption that it is possible to reason together by saying that we all find ourselves in sharp paradoxes, no matter what definition we give to the meaning of the term "integration" when we speak of blind people in society. We want no distinction made between people who are blind and people who are not—that's what we say in all good faith; yet organizations *for* the blind and *of* the blind needs must identify themselves on the basis of distinction, as being for or of *blind* people, which is to say people with a distinctive characteristic. Indeed, anything done *by*, *for*, or *of* the blind is precisely because of the blindness. We enact legislation making many provisions for blind people on account of the needs caused by blindness, and in so doing we attest to the differences from the usual, due to blindness.

The concept of integration is rooted in differences: you integrate by uniting parts or elements into a whole. Here we find ourselves in the midst of something which is of the essence of democracy: In democracy inevitable differences are recognized and accepted, but the differences do not constitute a basis for evaluating individuals differently as to worth, or rights, or privileges, or abilities, or respect, or any other quality. In ideal democracy, there is no discrimination, and each individual participates in society's activities in the ratio of his individual qualifications and personal ability.

We see here that the difficulty is largely a matter of semantics. When we say, for instance, that blindness is a nuisance, not a handicap and not a disability, we can all go along, providing we understand that each of us may attribute a slightly different meaning or implication to those terms. Or, we can go along because we can make allowances, knowing that for one man it is a nuisance while for another man it is something either worse or better, depending upon the resourcefulness, or the temperament, or the occupation, or way of life, or the training of each.

We need to be careful what kind of impression we convey in saying in one moment that blindness imposes no need for thinking of a blind person in any way different from a seeing person, and in the next moment advocating special consideration of one kind or another. It is of utmost importance to qualify our meaning and to define our goals, first to ourselves and then to society, when we talk of the reasons for the need of services, or of financial assistance, or of other special consideration for blind people. It is important at every moment to examine the working philosophy, and the consequences, of our programs of services, lest they degenerate into systems of doles and into a perpetuation of second-class citizenship for blind people. In our vaunted enlightenment today we are still caught in serious paradoxes, and few of us are entirely free of them in our thinking or our practice. Thus, for example, while stout protestation is made that blind people want and need no different treatment from anybody else, other than to equalize opportunity to be independent, we still have agitation for free bus rides in some states and cities. While we hear that blind people suffer from too much supervision in organized services to the blind, we also hear at the same time, and sometimes from the same people, that pubilc assistance grants should be greater.

Now a brief consideration of that part of my thoughts which bear on the clear mandate of my assignment as it appears on the printed program. I just cannot pose as an authority on the future. But all that we have said about the past and the present bears on the future. Our aspirations are fairly well defined: how rapidly we shall achieve, what are the best ways of working toward them—

these questions require better qualifications than mine to be answered. In a word, I suppose we can sum up our aspirations by anticipating integration.

I see it as essential that we proceed as rapidly as possible to remove the paradoxes which dog us, in so far as it is possible. I see it as one of the most urgent tasks to involve the whole of society so as to realize our goal. In the years ahead, we simply cannot master our problems unless we do that, and unless we develop and adopt more scientific methods, identify ourselves with advanced and proven social work theories, develop a high degree of genuine professionalism in personnel, and plan a proper coordination between voluntary and government effort.

It is not for me here to spell out the details of these suggestions. There are experts who can do that. I am merely suggesting here and there an avenue of progress.

I choose one or two of the proposed avenues upon which to make a few comments. Take the matter of Society's more extended participation in helping toward integration of blind people. We have in recent years begun to put a great deal of stock in effective public relations in behalf of blind people. I believe we are really on the way to a major breakthrough if we put sufficient effort into letting the public have the kind of information that will mold attitudes toward and about blindness that are true, realistic, honest, factual, commonsensical and sound. When public sympathy has been replaced by public understanding, the integration of which we speak will have surmounted its principal obstacle. The public relations programs that many agencies are developing and maintaining are directed at this goal. It would be difficult, in my opinion, to overestimate the importance of their function. I use the public education department of the American Foundation for the Blind as an example of the almost unmeasurable reach and influence of such effort, because I am more familiar with it than with the programs of other agencies. The last ANNUAL REPORT of the AFB, some of you will remember, contained many indications of basic activities that will result in progress toward getting Society—the public—involved as a participant.

For example: Over 58,000 copies of free literature were distributed by the AFB in the previous year; 10 new authoritative informational pamphlets were published; several articles for national encyclopedias were prepared; 2 books were published; public relations workshops were conducted for agency officials; nearly 4,000 radio tapes were distributed to stations, and nearly 400 films to TV stations; over 1,000 press notices were issued; 100 live "spots" were prepared for all the 2800 radio stations, 2 one-minute film "spots" for over 500 TV stations; $5,000,000 worth of free air time was procured; 10,500 posters were distributed to public schools and other institutions; advice was supplied to numerous writers and specialists on a wide variety of subjects and topics upon which the competencies of the AFB impinged; and so on, without end. All these activities, remember, are those calculated to serve just one phase of all that we who are concerned with blindness feel needs to be done—much work has been done to help the public understand blindness and work for the blind and to join intelligently in it with the kinds of support it can give. Four cents of every dollar spent by the AFB goes for the one item, "public education." The impact of activity of such magnitude simply cannot be measured. While I have no desire to emphasize this topic beyond its importance, it seems to me that we should realize that to achieve for blind people the status that we aspire to, we must have the understanding and asssitance of the general public.

There are experts who call attention to other situations in the future that bear on our concern. Voluntary social services, including specifically services to blind people, as distinguished from government services, may grow to even greater significance in the social welfare field, if straws in the wind are an indication of trends.

Mr. Beekman H. Pool, Executive Secretary, Legislation Information Bureau, New York State Charities Aid Association, said, in an address this spring to the Greater New York Council of Agencies for the Blind, that he believed no substantial increase of money can be foreseen in New York State for public assistance. In fact a sudden dilemma was produced in that state by expressions by taxpayer and business interests who testified be-

fore legislative committees, in favor of *reducing* the costs of public assistance. Is this an indication of a trend in the country at large? Only last fall, President Eisenhower, thinking of finding possible items in the Federal budget for economizing, talked in terms of cutting back on welfare expenditures in order to meet defense costs adequately. These are the kind of attitudes, we are told, that come from deep-down roots of resistance to seemingly uncontrolled and unending mounting of taxes to pay for the things we think we need to have. Congress is taking note, and well-informed observers believe that very possibly a rather major Federal tax revision is in the cards. We would be unwise to assume that public welfare money will be readily available in any amounts that may be desired.

Yet the need for service is growing with increased population, greater longevity, higher living standards. What then? There will have to be greater efficiency, achieved in various ways. Mr. Pool, above referred to, suggests several possibly effective means. One can suggest, for example, better training for professional workers; development of more volunteer service, to give, in effect, more "hands" to the professional worker; discovery of new ways of doing things; consolidation of effort over wider geographic areas from central administrations; more highly developed teamwork among the various specialists serving the same individual; and that more favorable public climate which we have been discussing, through development of better public understanding of blindness and blind persons on the one hand, and a more realistic understanding by blind people of what their own responsibilities might be in bringing about better public understanding.

Over against the caution about government support in the future, Wilbur J. Cohen says in an article entitled "Needed Changes in Social Welfare Progress and Objectives," in the March, 1959 issue of the *Social Service Review*, "We can afford to improve our social welfare programs. Our national income is growing and there is every indication that it will continue to grow in the immediate years ahead. . . . We must readjust our sights to the steady growth of our economy. . . . We must plan our programs in a changing setting of increased ability to pay for our security, our welfare, our social needs."

A moment ago I referred to achieving a realistic understanding by blind people of what their own responsibilities might be in bringing about better public understanding, and thereby hastening the day of fuller satisfaction of the need for equal citizenship in a democracy. What responsibilities do we mean? Being editor of a magazine for blind people, therefore more or less given to editorial admonition with varying degrees of justification, may I be permitted the license to indulge here in my habitual role?

The responsibilities we mean are, at the very least, such elementary things as refraining from perpetuating superstitions and misconceptions about either the limitations imposed by blindness or the so-called miraculous powers and abilities bestowed by it. We mean —refusing to curry pity; we mean—discouraging undue emotional appeal in any situation where we come in contact with sighted people; we mean—to decline patiently and courteously any evidence of patronizing on the part of seeing people, or of their condescension in dealing with blind persons; and, we mean—a willingness to learn and a tractability to be taught properly to discern and to observe, with some finesse, that elusive distinction between capably independent action, and bungling, conspicuous awkwardness in a heroic do-or-die attempt to be independent.

After that, how can I close gracefully and retire in good order? In looking into the future, bringing with it more blind people due to greater longevity and an increasing population, with a greater share of Society's benefits due them, we must look forward to better quality of services in greater volume. Our progress in the next two decades will hinge on the way we attune to the revolutionary changes that are sweeping our communities and the world. There is a rapid evolution in our living pattern; qualify it as we will, the fact is that, with the rising standard of living in America in the past decades, the standard of any given segment of our population has risen also; as the general upward trend continues, so will it be possible for segments of the population, but only by virtue of our stepping up our effort in keeping with the acceleration of human activity in the world around us.

GROUP E

SELF-CARE — PAST, PRESENT AND FUTURE

E. B. Whitten, Executive Director
National Rehabilitation Association, Washington, D. C.

You have asked me to discuss "Self-care, Past, Present, and Future." I believe you asked me to do this because you know that the National Rehabilitation Association, of which I am Executive Director, is now sponsoring legislation which would extend Federal responsibility to assist the states in providing additional rehabilitation services to handicapped people. While there are several titles to the bill, your interest seems to lie chiefly in a title that would set up a program of "independent living" rehabilitation services. With your permission, henceforth in this talk I shall use the term "independent living" instead of "self-care."

As you know, the Federal government has been assisting the states in carrying on vocational rehabilitation programs since 1920. After a very slow growth, these programs are developing rapidly, over 80,000 persons having been rehabilitated through the state agencies in 1959. As additional funds and staff have been made available, and as the number of individuals served has increased, more and more severely handicapped individuals are seeking services from the rehabilitation agencies. As indicated earlier, these programs are "vocational" rehabilitation programs. There must be a reasonable expectation that the applicant will be "employable" following the rendition of rehabilitation services. In our opinion, this requirement is preventing state rehabilitation agencies from accepting many severely handicapped persons who could benefit substantially from rehabilitation services. Since the agencies cannot get professional assurances of employability, they find it necessary to reject many severely handicapped applicants.

You people in work for the blind have been leaders in providing "independent living" rehabilitation services. Because state agencies for the blind usually have a legal base in their states that transcends the Federal base of financial support, state agencies for the blind have been able to provide services in addition to those which may be labeled "vocational rehabilitation" services. The services provided for in the NRA sponsored legislation, S772 (H.R. 3465), will be nothing new to most state agencies for the blind. There will be Federal funds available, however, to match state funds now being expended. This should provide additional opportunities for the blind. Standards that may be expected to accompany Federal funds will also probably result in more effective services in many of these state agencies.

We believe that the time has passed that the American people are willing to have severely handicapped individuals, who can profit from rehabilitation, relegated to the scrap heap just because they cannot be reasonably expected to achieve vocational rehabilitation. The NRA sponsored legislation provides a mechanism through which the Federal government and the states can meet their responsibilities to these severely handicapped people.

The bill would set up a separately financed program of "independent living" rehabilitation. The program would be administered by state rehabilitation agencies administering the vocational rehabilitation programs. Two

additional classes of handicapped individuals will be eligible for service: First, institutionalized individuals who may be expected as a result of such services to be able to live at home or in other institutions less expensive to operate; and, Second, homebound individuals who, as the result of rehabilitation services, may be expected to be able to dispense with attendance at home. Acknowledgedly, this is not a complete program, but it will enable the state agencies to make a beginning in serving this important group of people.

Handicapped individuals will be eligible for evaluation services without regard to economic need. Medical care, hospital care, and related case services will be based upon the individual's ability to pay, presumably determined by standards comparable to those applied in the vocational rehabilitation programs at this time.

Another title of this bill is extremely important to severely handicapped people. This is a title which sets up a program of evaluation services. It is true, of course, that state rehabilitation agencies already have the authority to provide evaluation services for applicants for vocational rehabilitation services. It is felt, however, that the limitation of rehabilitation services to vocational rehabilitation applicants, together with the expense of complete evaluation services for the severely handicapped, mitigate against provision of adequate evaluation services in many cases. Accordingly, the bill calls for the separation of evaluation services money from rehabilitation service money. The rehabilitation agency is given the responsibility for providing comprehensive evaluation services for all handicapped adults who apply and is also given specific responsibility for referring applicants to other public or voluntary agencies who may be in a position to render rehabilitation services to applicants, provided the state rehabilitation agency itself cannot provide a complete service. It is thought that the combination of the independent living rehabilitation title and the additional emphasis upon evaluation services, to be brought about through the evaluation title, will do much to round out a complete program of rehabilitation in this country.

It has been heart-warming to see the response that people are making toward this proposal. Many national organizations concerned for the handicapped, including your own, have endorsed this legislation. The Chairman of the Senate Committee on Labor and Public Welfare, Lister H. Hill of Alabama, and the Chairman of the Special Education Sub-committee of the House Committee on Education and Labor, are sponsoring the legislation on the Hill. Hearings by this Congress are considered probable.

FEDERAL SERVICES FOR THE BLIND PAST, PRESENT, AND FUTURE

Louis H. Rives, Jr., Chief

Division of Services to the Blind Office of Vocational Rehabilitation

Department of Health, Education, and Welfare

Washington, D. C.

It is a real pleasure for me to have a chance to talk with this group about the Office's program for the rehabilitation of the blind. I welcome the chance to tell you something of what we are doing and to get your suggestions and ideas for working together to strengthen rehabilitation programs for the blind throughout the country.

Before dealing with the subject at hand, I want to bring to you the personal greetings of Miss Switzer, Director of the Office of Vocational Rehabilitation, and her very best wishes for a successful and fruitful meeting.

I am going to take some liberty with the subject assigned to me because, on Thursday afternoon, Joe Hunt, Assistant Director of

the Office of Vocational Rehabilitation and my immediate boss, will address a general session and cover in broad perspective the role of the Federal Government, past, present, and future, in the rehabilitation of the blind. So, with your permission, I would like to narrow the scope of my remarks to somewhat of a report on what we have done during the past year and what we see immediately ahead.

When I talked to you last year, I told you that the objective of the Office of Vocational Rehabilitation and of the Division of Services to the Blind was to be of the maximum service possible to the state agencies for the blind. This is still and will continue to be our goal. We talked last year about three general ways in which we would attempt to accomplish this objective of service to the state agencies. These were: Central and regional office staff, research, and training of personnel.

In the area of staffing, we have, during the past year, filled two positions. Mr. C. Warren Bledsoe has been appointed as Assistant Chief of the Division and brings to us, based on his lifelong work in the field, an intimate, broad, and comprehensive knowledge of work for the blind. His thorough knowledge of the problems and processes of orientation to blindness and of the role of the rehabilitation center for the blind have already, and will continue, to make an invaluable contribution to the work of the Division. Mr. William Wood has also joined our staff as an industrial placement specialist. Prior to coming with us, he served for 13 years as a placement specialist and counselor with the Texas Commission for the Blind. Mr. Wood will use this rich and successful experience in providing on-the-spot assistance to states in strengthening their placement programs and in developing new jobs which blind people can perform successfully. This now brings our total professional staff in the Division of Services to the Blind to five. In addition, I have noticed an intensification of interest among our regional staff in programs for the blind which will be of real value in assisting the states to improve casework procedures. We have also continued the policy, in special situations, of bringing in qualified consultants to give on-the-spot assistance in coping with particular problems.

The research and demonstration program of the Office is continuing to make a substantial contribution to the rehabilitation of the blind, not only by finding better methods of doing things, but through demonstrating these methods throughout the country, and thus stimulating their use and acceptance. I think an excellent example of this latter point is the optical aids clinic. Under the selected demonstration program of the Office, 13 of these clinics have been established throughout the country and many more are in prospect. I am not going to review all of the many projects dealing with the rehabilitation of the blind, encompassed in the research and demonstration program, since most of them have been reported to you through other media. I do want to mention one or two recent ones, however. One of these is the project undertaken by the American Foundation for the Blind for the establishment of a National Personnel Service. Through this project, it is hoped to find ways of attracting better qualified personnel to the many vacancies which exist in agencies for the blind. Another is a project to find an improved method for translating English into Grade 2 Braille through the use of electronic computers.

We are also doing some preliminary research in the area of improving technical aids to assist blind persons in the performance of particular jobs. As practical projects are developed in this area, they will be supported through research grants. It may be a little premature, but I would like for you to know that there is a good possibility that a method will soon be developed through which a blind typist will be able to proofread his own work. The possibilities in the research and demonstration program are vast. I hope that you all will give serious thought to research, with the realization that the only limitations are our own abilities for purposeful imagination and for intelligent project design.

When I talked to you last year about the area of training, we had just completed the meeting of the *Ad Hoc* Committee called together to assess the training needs of the personnel engaged in the rehabilitation of the blind. This Committee helped us to map out the priority needs for both long- and short-term training. You may recall that the Committee's first recommendation was for the development of specialized practical training

courses in the techniques of the placement of blind persons in the fields of industry, agriculture, the professions, and small business enterprises. To carry out this recommendation, we have taken the following steps:

After a thorough study of colleges and universities where vocational rehabilitation counselor training programs are being carried on, made by the American Foundation for the Blind under a grant from the Office of Vocational Rehabilitation, Southern Illinois University was selected as the institution best suited to carry out a training program for personnel engaged in the placement of blind persons in competitive industry. The selection of this school was made on the basis of its excellent vocational shops, its proximity to heavy industrial concentration where field work could be carried out, and its proximity also to many small industries, such as are found in many small towns throughout the country. The willing and cooperative spirit of the faculty was also a primary consideration.

The first course was held this spring for 15 trainees and lasted for a period of six weeks. The second course will begin next Monday. I believe that 14 trainees are enrolled in this one. These courses will be repeated at least three times a year at Southern Illinois University until all personnel who have any responsibility for the placement of blind persons on jobs will have had an opportunity to take the course. It is still too early to make a true evaluation of the results of this course, but, from what we have been able to find out so far, several of the people who took the first course have reported that, since their return from the course, they have been able to make placements which they themselves felt they could not have made before. I want to urge each of you here to give real consideration to having your placement and counseling personnel attend a future course. The schedule for the three courses to be held in the next academic year will be announced soon.

In the area of agricultural placement, we have conducted this year a refresher course for counselors who have had considerable experience in the placement of blind persons in agricultural occupations. We have also completed arrangements for a 4-week course to be held at Kansas State University, beginning in September, for agricultural placement men who have had little or no experience in placing blind persons in agricultural jobs. We will continue to hold these courses every year or two so as to keep pace with the state agencies' needs for training personnel in this most important area.

In the area of placement of blind persons in small business enterprises and vending stands, we have explored various ways and means of developing courses so that they will be meaningful and provide practical assistance to personnel employed in the vending stand program. I am delighted to announce that we have completed arrangements with Harbridge House to carry out this project, although formal completion of the contract cannot be made until our appropriation for this year becomes available.

Harbridge House is, we feel, uniquely qaulified for this undertaking because of their familiarity with the vocational rehabilitation program gained through the courses which they have developed and taught for state directors and supervisory personnel, and because of their wide experience in the development of training courses and reference material for retail business organizations throughout the country. The work to be done by Harbridge House will fall into two major parts:

The first will be the development and teaching of a 2-week training course covering the varied functions and responsibilities of vending stand supervisory personnel, including the selection of a site, negotiation for the establishment of a stand, and the selection, training, and continuing supervision of stand operators; the study of supervisory practices will include consideration of the techniques of planning, organization, delegation, direction, and control as they apply to the supervisor's role in improving and expanding the vending stand program. Special attention will be given to the business and merchandising aspects of the program, such as financing, cost control, inventory control, selection and arrangement of merchandise, and the competitive threat posed by the emergence of vending machines.

The second will be the development of a reference book for vending stand supervisors

based on the information gained in the development and teaching of the course. The three principal areas which will be covered in this book are: (1) Vending stand business management (including finance, merchandising, and inventory management); (2) The selection, training, and supervision of vending stand operators; and (3) Program expansion.

The first 2-week training course for approximately 35 persons to be supported by the Office of Vocational Rehabilitation traineeships will be held in the summer of 1960. Subsequent 2-week courses will be offered as rapidly as possible, until all vending stand personnel have had an opportunity to participate.

The reference book will become available early in 1961. We will be working closely with Harbridge House personnel in the development of both the training courses and the reference material.

The fourth recommendation of the training Committee in the field of placement was for the development of a course for personnel engaged in the placement of blind persons in the professions. The Committee recognized that this was perhaps the most challenging area of all, for, in the fields of industry, agriculture, and vending stand placement, we have developed over the years a teachable body of knowledge. In the area of professional placement, however, such a body of knowledge has not been developed. Thus, our first step is to begin to find out what we should teach. Again, subject to the availability of this year's appropriation, we have made arrangements with the Pennsylvania State Council for the Blind, under the leadership of Norman Yoder, to hold a workshop in which we will bring together those persons who have been most successful in placing blind persons in the professions. Based on the knowledge of these people, we will begin to develop a curriculum for a course in professional placement.

Another priority area identified by the Committee was that of training the home teacher. The Committee, however, felt that before the Office of Vocational Rehabilitation should make grants to support a home teacher training program, a study should be made to identify the primary elements of the home teaching job. Pursuant to this recommendation, we have made preliminary plans with the American Association of Workers for the Blind to undertake such a study. We hope the study can be undertaken during the present fiscal year.

A third major area of priority identified by the Committee was that of training mobility instructors and rehabilitation center personnel. From June 8 to June 12, the Office of Vocational Rehabilitation and the American Foundation for the Blind joined to hold a workshop of experienced mobility instructors to work out a curriculum for training mobility instructors and to make recommendations as to how such a course should be carried out. The report of this conference reached me just before I left for Detroit and I think it will hold real promise for coming to grips with this most important and challenging part of our work. We hope that, before the year is over, arrangements will be completed to establish a training course, based on these recommendations, at some college or university.

In the area of rehabilitation centers, we have completed arrangements with the American Foundation for the Blind to hold a workshop for rehabilitation center personnel as a follow-up to the New Orleans Seminar. This conference will look into problems which have been encountered in applying the standards developed in New Orleans and make recommendations as to how these problems may be solved; it will look into the questions of how the geriatric client may best be served in a rehabilitation center; and, finally, it will explore ways and means of evaluating the total efforts of each rehabilitation center for the blind.

There has also been a new development, falling within the general area of training, in which I think you will be interested. This deals with the matter of the selection, by colleges and universities, of students who are blind, to take graduate courses in rehabilitation counseling and social work, supported by the Office of Vocational Rehabilitation training grants. Many of the coordinators have requested assistance, not in evaluating applicant's academic achievements, but in determining whether or not they have learned to function effectively as blind persons in relation to a sighted environment. We, too, recognize the importance of having blind people who are going to go into this work

be masters of their disability rather than servants to it. We are, therefore, offering to the coordinators of colleges and universities the services of an evaluation panel. The evaluation will be made only at the request of the college or university which will be free to accept or reject the recommendations of the evaluators. The members of the panel will be drawn from among those people who have had long and intensive experience in evaluating the adequacy of blind persons with regard to self-management and personal performance. The evaluation will be based on the following six items:

1. Communication skill to include some means of committing language to written or spoken record of a kind which the individual himself may read without help, and another medium which the average individual may read without the writer's help.

2. Ability to come and go within controlled familiar environment independently, and some practical arrangement for foot travel in uncontrolled and unfamiliar environment without routine or excessive resort to haphazard manipulation of passersby.

3. Some logical program for managing problems of grooming the person, which may be depended on to give the personality a maximum chance of compelling its fair share of favorable attention. Proper matching of clothing, care of the skin, and other like problems, all require some practical plan of personal organization.

4. Table etiquette and management of tableware of a kind which meets the standards of the circles in which the blind individual moves, with sensible allowances for the practicalities of the situation, which might include assistance with meat cutting, for example.

5. A reasonable plan for securing help, of a kind which every blind individual cannot do without, in such a manner as to place minimum strain on other individuals living in the same surroundings.

6. Some adroitness in conveying to persons in the evironment frequented a sense of proportion about what to expect of oneself and other blind individuals.

I feel that this has been a year of substantial progress in the staffing of our Office, in the research and demonstration program, and in our training program. We want to continue this progress and we want whatever we do to be responsive to your needs and to your recommendations. I know that we can count on you for help and for suggestions, so that working together we can continue to build a program throughout the nation which will give every blind person a chance for developing to the fullest his potential for remunerative employment and self-respect.

GROUP F

HOW CAN WE PREPARE NOW TO MEET THE GROWING PROFESSIONAL NEEDS OF A NATIONAL CONVENTION?

A PANEL DISCUSSION

First Panelist: Milton A. Jahoda, Executive Secretary
Cincinnati Association for the Blind, Cincinnati, Ohio

Let us look together from the mountain top at these "Changing Times in Work with Blind People." We note at once the increasing number of elderly blind persons who must be taken into account in programming. The fields of gerontology and geriatrics have much to contribute and should be consulted.

Paternalism is giving way to scientific rehabilitation. The shiny red apple and pat on the back have not proved effective. Blind people need, and are demanding, tools to help them achieve independence and integration. "The blind" can no longer be considered an exclusive club, a fact which blinded veterans have emphasized.

Blind children, through enlightened activity on the part of their parents, are being taken into greater account in community education programs and are winning their rightful places in the family circle. But integration is a two-headed coin and exacts equally from sighted and blind persons. Sighted people need our help in understanding problems of blindness.

New concepts in workshops are noted, with greater product diversification. Individual needs and aptitudes are being assessed. The need for professionally trained leadership is being recognized.

Mobility and orientation are being emphasized. The need to get from place to place confidently and safely is gaining recognition as a prerequisite, not only in job placement, but in social and physical rehabilitation. The old rivalry between dog guide and cane is passing, as we come to realize they are not mutually exclusive. The age at which children begin mobility training needs to be flexible, but until it does start, children are being made aware of their environment through other senses. They are learning to run and jump, and that falling down is not a devastating experience. Intellectual achievement is discounted as the sole aim of education for blind children.

Payment for services is a concept worthy of further exploration. No one should be deprived of services, but neither should they be deprived of the right to pay at least a portion of the bill if they can. Agencies will have to reexamine programs — are they worthy of hire? Other welfare services have proved therapeutic and of constructive value, but some find it difficult to interpret to the public, which expects blind people to be charity cases.

The need for more professionally trained personnel is characteristic of our changing scene. Many blind people are doing excellent work in the field, but only because they are fully qualified. Blindness and virtue are not enough. Many professional fields and disciplines need to be called upon. They have grown in skill and effectiveness because they can help human beings, including blind people, live more effective lives.

New concepts in public education and fund-raising are emerging, and help is avail-

able through the American Foundation for the Blind in preparing annual reports and in the use of various media. Increased understanding results in greater giving, but the public is becoming more discriminating in the competition for the charity dollar. We can learn from the advertising world more about how to present a true image of the blind person, and we may find that a really well-informed public is more generous than a sentimental public. A better atmosphere for the rehabilitation of blind people will result.

Public Law 565 has made Federal funds available for needed research, personnel development, and other projects, in public and private agencies alike. We know *how* to do things but we need to examine *why* we do them. Why this service? Why this approach? In changing times, we need to take stock, if a sound basic philosophy is to evolve among us workers, in our agencies, and in this organization itself.

Second Panelist: Dr. Norman M. Yoder, Director

State Council for the Blind

Pennsylvania Department of Public Welfare

Harrisburg, Pennsylvania

In the face of these changing times, what are the AAWB's professional responsibilities? To whom are we responsible? These are just two of the "loaded" questions I have been asked to discuss. We need to take a good look ot ourselves if we are to keep pace or even stay alive. We note a growing number of appendages within the group — workers in the adjustment and rehabilitation fields, the industrial and home-teaching fields, and others. We are all dedicated to service of the blind—some to professional service, others to voluntary service. But to what is AAWB dedicated? Certainly, increased membership (and dues) is not a sufficient purpose, unless there is quality in the membership and a fair return on our dues.

It strikes us that reorganization of AAWB along the line ssuggested in Quebec in 1955 is in order. I think it might have salutary effects similar to a dose of Geritol! Greatly improved programming at conventions is needed, if we are to realize the full potential of such affairs. Much greater participation on the part of all the members in policy-making, programming and operations is called for. As it is now, we cannot possibly attend all the good sessions we wish to in the opening day or two; and the business meetings are delayed until after many have departed for home.

I have also been asked to speak of the disciplines needed in our work. I think we have what we need in AAWB, but, as in our efforts to serve blind people, so in our organization we often lose sight of the *whole* in dealing with the parts. A clearer understanding of the discipline groups and their goals will aid programming, as will a clearer understanding of the lay or non-technical groups and their contributions to the whole. But it is not conceivable that every special interest group should be segregated; otherwise private preserves are promoted, and we fail to integrate our professional skills for better service of the total individual.

Another question posed is how to increase the number and quality of professional personnel. If AAWB first remedies its own structuring, we will have moved a long way. The establishment of standards and certification procedures then becomes a more likely possibility. This has occurred in the home teaching area and it can happen in others. Members of a professional organization must do more than pay dues; they must be expected to achieve a certain degree of status professionally.

Let me say also that, while I endorse the previous speaker's suggestion that we not hire blind workers simply because they are blind, I would emphasize that professionally quali-

fied blind people are proving valuable additions to many of our staffs.

Much is said about unnecessary duplication of services. AAWB should be in a better position to do something about this if we were willing to reorganize functionally and regionally. We would thus be in a better position to back up the American Foundation for the Blind, an organization fathered by AAWB, in rendering truly professional services and counsel on unmet needs, as well as in calling attention to unnecessarily duplicated services.

It is clear that we have many professional responsibilities in AAWB, to our membership, and to the blind people we serve. As my last will and testament, I leave for your careful reconsideration the Long-Range Planning Committee's Report of 1955.

Third Panelist: Joseph V. Hunt, Assistant Director

Office of Vocational Rehabilitation

Department of Health, Education, and Welfare

Washington, D. C.

Your chairman has asked met to discuss briefly how other professional organizations in the social welfare field have met their responsibilities. I shall try to do so on a detached basis, for surely too much knowledge of any field under discussion can disqualify a panelist. Since this is my first visit to an AAWB meeting, however, you may be interested to know that our Department helped to set up standards for vocational rehabilitation workers and certification for home teachers. But the question is still raised as to what a vocational rehabilitation worker is or if, as a group, they are a professional entity.

I was graduated in the depression and stood in relief lines. I saw first hand what social workers were trying to do without too much effectiveness. And social work was not considered a new profession in 1932, but only fifteen years or so earlier Abraham Flexner had written a paper entitled "Is Social Work a Profession?" He left little for the professional status seeker to cling to, and the greatest advancement in the field stems from his inquiry, including the present stature of our social work schools.

In reviewing this subject with you, I would make the simple observation that the only way to get professional is to get professional! And yet professionalization has its vices as well as its virtues; and if your organization were to go all out for professionalization, it is conceivable that some vigor could be lost. But when professional status means the best, I'm all for it. I certainly felt that way when my daughter contracted polio. I wanted the best service and counsel obtainable.

Your organization wants to do a good job, collectively and individually. How and where can you learn how? Universities have excellent resources, but they have barely been tapped; so have schools of social work, of education and physical education. But these institutions need your help, just as you need theirs. You in the field are familiar with the knowledge and skills you wish organized for imparting to others. The actual preparation of the materials can be purchased, but the schools need your material. Grants are obtainable to help accomplish both the organization and the preparation of the material. All of this will not be done overnight, but if you start now intelligently, you will accomplish much more in the next five years than has been accomplished in the past twenty-five.

Too much can be lost in day-to-day practices — knowledge or know-how must be preserved and passed on. So I urge you to call your experts in the various fields together. The Federal government can and is eager to cooperate; so are the universities; but the initial impetus must come from you.

Fourth Panelist: Dr. William Thompson, Executive Director
Blinded Veterans Association, Washington, D. C.

Before hearing the other speakers, I was of the opinion the time had come for this Association to have another look at the Long-Range Planning Committee Report of 1955. Now I am more convinced than ever. Let me review quickly this report, copies of which I understand are available here at this table.

The Long-Range Planning Committee was launched in Houston in 1954 in the hope that a blueprint for organization and planning would result, and also that a philosophy would be worked out that would bring the greatest possible benefits to all concerned, clients and workers alike. Five subcommittees were appointed to study membership, interest groups, boards of directors, nomination and election procedures, and regional planning. While it was important that nominations and election procedures be considered in the over-all picture, I feel it is not necessary for us to dwell on those here.

To me the four items in the report concerning us most had to do with new membership classifications; an advisory board drawn from the several disciplines in our field, an alternating schedule of national and regional conventions; and in-service institutes in conjunction with national conventions.

Active and associate membership classes are called for—the one for those who serve in professional, formal or official capacity; the other for those interested in but engaged in the work on a much less formal basis. Without impugning in any way the extremely conscientious efforts of those who serve informally, I submit that the goals we all seek — professional and non-professional — will not be attained without increasing professional emphasis. Our responsibilities are too great; the task too complex

An advisory board representing the professional disciplines was recommended as a consultative group. A group composed of past-presidents of AAWB has since been established, but I submit that this group may not offer the soundest solution to the problems of our changing times.

Regional meetings would help create a broader base for the Association and give new and younger members a better chance to try their wings. It is hardly fair to expect a young worker to pay his own expenses to go a thousand miles or more to a national convention and certainly the agencies can send only a limited number. But nearer home, a regional meeting is another matter.

In-service training institutes can also help us keep abreast of these changing times. It is no discredit that many of us have come into the field via a side-door, but we are none-the-less eager to learn how to improve our techniques. We need and want help. I concur with the previous speaker that professional courses at the university are an excellent fare for the prospective worker. But what about us sinners who are too old to go to college now?

Other long-range recommendations dealt with agency memberships, and we hope they were intended to be more than a fund-raising gimmick. "Idea scouting" is urged, and a new concept of AAWB as a dynamic forum is envisaged. To this we say "Amen."

Irrespective of your own individual reactions to the recommendations of the Long-Range Planning Committee, I hope you will agree that long-range planning, unfettered by politics, must be provided for in any association such as this, if we are to recognize and be prepared to meet our professional responsibilities.

Fifth Panelist: Rev. Thomas J. Carroll, Director
Catholic Guild for the Blind, Boston, Massachusetts

The chairman has asked me to discuss the question: "Should a National Professional Organization Have a Basic Philosophy?" The assumption is that AAWB is such an organization, but even that is open to question. Perhaps we need to rephrase the question: Should we in AAWB share a common viewpoint that would lead us to status of a professional organization? And to this there are doubtless answers on both sides.

As I see it, we now have an association that brings together annually a large number of interested people — blind and sighted, professional, semi-professional and non-professional — who have more or less dedicated their lives to work (with or without pay, and according to their lights) to help ameliorate or relieve problems of blindness. Such an association does not exclude a professional outlook. Certainly, our field has advanced sufficiently to call for a professional organization, however, and I think it timely for AAWB to consider the formation of a professional group or arm within itself.

What should the basic philosophy of such a group be? What is our philosophy now? It is indeed a simple and I think not unworthy one — be kind to the blind. But we must consider what we mean by kindness and if it takes into account helping the blind to help themselves. I fear that certain basic hypothesis held by many in this Association present obstacles to professionalization in any form. Among these are: (1) blindness is the same, whether total or partial, whether acquired congenitally or adventitiously; (2) that there are compensations for blindness, which we cannot help but ask why we have not explored more scientifically; (3) that placement is more important than rehabilitation; (4) that blindness is *not* disturbing to the personality; (5) that all sorts of special helps are needed along the way; (6) that the blind need to be sheltered; (7) that they need specialized workshops; (8) that only those known to the agencies represent the blind; (9) that work is a sacred duty, regardless of what work; (10) that if too much is given, blind people won't do for themselves.

We definitely need to test these hypotheses more scientifically before we can write a basic philosophy for this Association, regardless of to what degree it may be professionalized. But AAWB must be a greater resource to all of us in the future, and I say this without prejudice in the fact that I was a member of the Long-Range Planning Committee. We must see to it there is a lessening of the gap between said professional and non-professional workers on the one hand, and the volunteer professionals and non-professionals on the other.

In a sense, this Association did establish a professional arm in founding the American Foundation for the Blind, and now why not call on the Foundation to help set up workshops and a professional type of convention. Through these and other devices, we as members can become better informed, better oriented toward the professional needs and responsibilities of AAWB, and plan for the future accordingly.

GROUP G

RESOURCES — SERVICES IN DAY CLASSES FOR THE BLIND, 1939-1959

Mrs. Margaret Polzien, Teacher
Classes for the Blind, Detroit Public Schools
Detroit, Michigan

In attempting to discuss the past two decades in education of the blind, it has been necessary to draw from the immense fund of experiences of many persons, both professional and lay, in this field of endeavor, as well as from personal experience.

In order to discuss Day School Classes it is necessary to define the types of classes in operation, before delving into their accomplishments.

FIRST—The Segregated Classes

By and large, there are not many of this type, and we are very grateful. Perhaps, with some effort and understanding of purposes, these few can gradually develop into one or the other of the following classifications.

SECOND—The Cooperative Plan

In this classification, there are two types. The education and contacts of the blind child are the same. It is a matter of enrollment. In the one, he is enrolled in the Braille room with the Braille teacher as his homeroom teacher instructing him in his academic subjects—reading, writing, spelling, arithmetic, and typing; all other subjects being taken in the regular grade room with his sighted companions of his own age and grade level. In the second type, the integrated class, the child is enrolled in the regular grade homeroom and comes to the Braille class for his academic subjects with the Braille teacher.

THIRD—The Itinerant Teacher Plan

Here the blind children are enrolled in the regular grades of their neighborhood schools, and the itinerant teacher travels about from school to school, assisting the blind child and regular grade teachers with subject matter and materials needed.

The first two plans have been in operation since the days of the first day school classes in 1900, but the itinerant plan has developed within the past decade.

Which of these types is preferable? Who is to say? Of course, there is little in favor of segregated classes. As to the others, each child should be educated according to his individual needs and ability. The welfare of the individual blind must be the primary consideration in making educational placement.

What has been happening in these classes the past two decades? That is what we are to consider for awhile this afternoon. When thinking about the problem, four main points come to mind:

1. The Children: What developments have taken place for them.

2. The Teachers: What changes have occurred in their field?

3. The Method: What new methods or innovations have occurred to enhance and simplify learning?

4. Materials: What new materials have the past two decades produced in the educational field of the blind?

Let us first consider the CHILDREN:

From early times, parents have always wanted to conceal their handicapped children, and the blind were no exception. During the 'thirties, some changes were taking place. It was not unusual to have children of seven, eight, and sometimes nine years of age suddenly come out of nowhere. Needless to say, they lacked

training in the essentials of living let alone being ready for formal education. They needed much help in the fundamentals of child development before any academic work could be attempted. It also meant much re-education of parents.

About the early 'forties, medical science was making new discoveries and there was a marked reduction in eye conditions which resulted in blindness.

1. Preventive measures were being used by physicians during prenatal care.

2. Prompt and efficient treatment was received at the hands of ophthalmologists, both in their private offices and in eye clinics.

3. The latest medical drugs (known as the miracle drugs) were being used in the treatment of defective vision.

Ophthalmis had disappeared.

Cataract cases with medical and surgical advances now return to classes for the partially seeing or even to regular grade with few exceptions.

Interstitial and Phyctenular Keratitis, with the use of the miracle drugs, are practically eliminated, along with Corneal Scars.

Enrollments in day school classes were markedly reduced and classes were being closed. Oh happy day! It was too soon to be jubilant. The middle 'forties brought on new problems. Many babies were being reported blind. We all know the story of retrolental fibroplasia associated with premature birth; its spectacular increase, reaching a peak between 1953-54. Early in 1955, the research program, carried on in this country under the direction of the Kresge Eye Institute at Detroit, definitely established that the amount of oxygen given premature babies was a factor in causing retrolental fibroplasia.

It is said that, "There is no evil which bears no good." What good could come of this new eye condition? Mothers were frantic! Each to herself thought she was alone. They needed help, and their plea was soon met. The plan used in Detroit was much the same as that used throughout the country, so this is what happened. The blind babies were being reported by physicians, nurses, hospitals, clinics, parents and friends, to the Board of Education, for home teaching service. The home counselor called at the homes, talked to the mothers, giving them what assistance possible. But babies are babies first, whether blind or otherwise, and they must develop and grow and mature. There was very little to do for the babies, but the parents needed assurance, understanding and comfort. They felt very inadequate to cope with the problem.

In Detroit, the Merrill Palmer School, a school of research on child development connected with the School of Social Work, suggested a meeting of parents (fathers as well as mothers). At this gathering, parents began to talk about their children, one with the other. They soon realized they shared a common problem, and this was a beginning. A second meeting was held at Children's Hospital, and the ophthalmologist in charge of the eye clinic was the speaker. This was followed by a question-and-answer period which proved most helpful. Several such meetings were held, and gradually the parents began to realize that their child was just a child, who must mature and grow in a normal manner as other children, before attempting any educational service.

The home counselor continued to call at the homes at about two-week intervals, to give the mother and family assurance and encouragement and to follow the development of the baby. Later, when the child was ready, the home counselor introduced toys, suggested activities and outings for the blind baby and his family. She taught him fundamentals and and encouraged the family to follow her suggestions. At this stage, the counselor made weekly visits, checking his progress, assisting and encouraging the family on to new ventures.

When these children became of preschool age, a class was established under the direction of a trained and experienced teacher. Then, as new children came along, the counselor would have the new parents visit the classes to give them an opportunity to see blind children at work and at play, as well as observe their accomplishments. This encouraged the parents concerning their child's educational future. It pointed out the needs for school entrance requirements. The parents would visit again and bring the child, thus he would learn what it meant to go to school, and would feel much more secure when it was his turn to enter. With this

background and preparation, most parents now consider blindness as a great inconvenience, and work toward helping their blind child to a full and happy life. They seek information early, and stay with the problem until the children are admitted to school. At this point, they join the school's parent organization, and follow their child's progress in relation to the whole school situation.

It has been necessary to develop this background because it answers our questions. What are the differences in the blind children entering schools at the present time?

Blind children enter school at a very early age, are exposed to other children and adults. Their rhymes, stories, games, sense training, activities and field trips prepare them for a better experience in the kindergarten. It means that blind children entering the first grade today are as fully prepared and capable of meeting the challenge of formal education at the same age level as their sighted companions.

It also means that the parents, who have lived in this situation and have followed the child's progress, are free of the great frustrations which they formerly had when a child was about to enter school, and thus are better able to help him with his daily program. *Parents' attitudes are reflected* in the child's *preschool* and *adult years*. These may mean either *success* or *failure* in adult adjustment.

Perhaps, we should take a few minutes to state the various types of preschool and kindergarten training available in day school programs for blind children. The most prevalent is the group (of six to eight children) under the supervision of a well-qualified, experienced teacher of blind children. Another is the Braille class teacher who takes this group, with one or more of the blind children's mothers observing and assisting, while the regular blind students are participating in regular grades. There is also the program that sends the blind kindergartner to the regular kindergarten for part time, when he or she has become sufficiently adjusted to the school situation. The less frequent type is that of blind children entering directly from home into preschool or kindergarten. This situation requires considerable investigation into the nursery school or kindergarten set-up. The administration, and the particular teacher in charge, must feel competent to handle the situation and must be favorable to the program. The child enrolled must be fairly adjusted to other children and capable of some self-direction. Not all blind chidren fit readily into such a program; however, many have attended them and have benefited much from the experience.

Again we ask—which of these situations is the best for blind children? And again we must answer—that situation which best meets the individual's needs and welfare.

One type of blind child which has long been neglected, and which has only recently been given some little consideration, is the retarded blind child. Since medical science has done so much to eliminate causes of blindness itself in children, many of those who are blind now have other physical and mental disabilities associated with blindness. The causes now have other associated defects along with blindness.

In day school communities, where enrollments are large and there are a sufficient number of these cases, special classes have been established to care for the retarded blind child. Enrollment in these cases is established only after proper psychological tests have been made and the child has been given every opportunity in scholastic achievement.

Our second point for consideration is THE TEACHER:

Great strides have taken place during these two decades in the appointment of teachers for the blind. The intense study made by the Federal Office of Education, under the direction of Dr. Romaine Mackie, on the qualifications and preparation of teachers of exceptional children, gives us a goal towards which to strive.

Teacher-training classes for teachers of the blind have developed from the original Harvard Class at Perkins in Massachusetts to all parts of the country, from coast to coast and border to border. The following are examples of the interest shown in this field of endeavor: Hunter College and Syracuse University in New York; George Peabody, Tennessee; University of Texas; University of Cincinnati, Ohio; Michigan State and Wayne State University, Michigan; University of Minnesota; San Francisco State, California; Williamette University, Oregon. These are

but a few of the many spread over the United States. Courses are offered at major universities during the school year in evening classes, and numerous others are conducted during the summer.

Senior college students are given the opportunity to do practice teaching in classes for the blind.

Today very few boards of education permit a teacher in special classes without a bachelor's degree. Many have their master's in their field of specialization, and some have courses beyond this, either toward a doctorate degree or simply extra courses in areas which they feel will enrich the program in their classes. Better qualified teachers have raised the salary scale and teaching in classes for the blind as a whole has reached a much higher degree of efficiency.

Our third point for consideration is METHODS:

Many things have occurred to enhance teaching and learning. Foremost has been the *testing* program. We owe much to our former friend, Dr. Samual P. Hayes, for the advances made in the field of psychology of the blind. His adaptation of the Binet test has given us a scale for measuring native ability. His experimentation with large numbers of mechanical, aptitude, and achievement tests, and the explicit directions for administering, scoring and interpreting them, has given us the necessary material for knowing our children and gleaning our accomplishments with them. The objective evidence obtained from tests points out the individual pupil's needs, it serves as comparative evidence for parents when necessary, but, most of all, it points out to the teacher the weakness or strength of his teaching. The testing program began many years ago, but the general practice for using them effectively has been quite recent.

Reading

Today more blind children read and read better due to several things:

1. As we have already mentioned, they are ready to learn to read at an earlier age due to their preschool training.

2. A little more than ten years ago, you recall the controversy on what shall we teach? —Grade 1, 1½ or 2? By 1950, most all classes had adopted teaching Braille Grade 2. Today all of our books are in Grade 2.

3. Through the fine efforts of the American Printing House, we have more books, up-to-date books, in fact we have most of the same textbooks used in regular grade, either in Braille, on records, or on tapes. Those few which are so particularly local to any community may now be had in the new plastic process.

4. Methods of teaching reading have changed considerably. The method which best suits the individual can readily be adapted to him.

5. The ability to obtain and use the *Braillewriter* at a very much earlier age has also contributed to better reading. Braillewriters were first used in junior high school, then later elementary grades, and today it has been proven that children who learn to write their words on the writer as they learn them make better readers. It becomes another avenue of reinforcement in learning, as well as strengthening the fingers and helping with spelling and writing. Truly here *is teaching of the Language Arts.*

Arithmetic

It will not be necessary to go into the full background and development of the *Nemeth Code.* We have witnessed in very recent years the standardization of the code and its use, which simplifies the learning of mathematics at all grade levels.

Typing

Since children recite in regular grade with teachers who do not read Braille, it is necessary for them to establish a medium of correspondence. A questionnaire has shown that most blind children in day school classes start typing in the fourth grade, although some few begin in the third grade and others in the fifth. They learn the touch system, and, since they cannot correct mistakes, they must learn to be accurate. By the time a student reaches senior high school, he is quite adept in typing and in the manipulation and use of the machine.

Arts

MUSIC

To supplement the regular music classes which the blind children attend with regular

grades, many communities employ the services of an extra teacher to give individual lessons in piano or other instruments, organize rhythm bands and teach the reading of Braille music notation to the students who excell or are apt in music.

They perform in school programs for students and parents, thus developing poise and confidence. Many students belong to the school choir or glee club. Some few join the school orchestra or band. They enjoy attending the opera, symphony or musicales with their regular grade.

Crafts

Crafts take the place of the regular classes in the art room. Here, as with music, a special crafts teacher is employed for teaching the subject. When this cannot be done, the Braille Class teacher assumes the responsibility. The purposes for teaching crafts are manyfold: 1) enjoyment; 2) to satisfy creative ability; 3) to develop muscle coordination and strengthening of fingers; 4) to develop skills for leisure time activity; and 5) to make objects to sell, thus make a little spending money.

Many mediums are used: clay, plastecine, papier-mache, yarn, leather, cloth, paper, wood, plastico, beads, cord, basket materials, etc. The mediums are limitless.

Physical Training

Since regular classes are large, not too many blind children participate in the gym with the regular grade. However, this phase of development is not neglected. The gym is made available to the blind children. Either the teacher of physical training or the teacher of the blind, or both in cooperation, provide the instruction. At junior and senior high school level, the students participate in swimming and dancing with the regular class. At the elementary level many communities take the class to the local YM or YWCA where instructions in swimming are given.

Field Trips

One of the most effective methods of teaching is by first-hand experience. This can be afforded by bringing the actual material or live matter into the classroom or by taking the children to the actual scene of performance. When effective presentation and preparation is done with the class and advanced contact is made with the personnel where the visit is to be made, a whole new world of learning is opened to the children. To mention a few of these we have: The Children's Zoo, a farm, fire station, police station, dairy, bakery, grocery, museum, library, train, model homes, airport, radio station, newspaper building, pet store, service station, parks, factory, flower shows, builder's show, boat show, in fact any place where man lives, works, or plays.

These visits are not perfunctory. They often take a whole day, and the children are allowed and encouraged to touch and operate objects of equipment in so far as they will not be hurt or damage property.

Clubs

Another medium of learning is by actual participation. They take part in the school spelling bees, debates, oratory and writers' contests, radio, television script-writing, dramatic performances and, not infrequently, have become the winners or leaders of the function.

They join and participate in clubs and organizations in school and in the community. It is not unusual for them to work into becoming an officer or planner in these groups. At school, there are the student council, language clubs, science or garden clubs, radio and television clubs, school paper and musical groups.

In the community, the Scouts, Boys' Clubs, Camp Fire, Sunday School, Church, Y's, all accept and provide fine opportunities for blind children to grow, and, at the same time, their sighted companions and adult contacts are learning how blind people function in not too different a manner than themselves.

Camping

Camping has provided an excellent outlet for the blind and a learning situation for the seeing. Camping as blind students together has not been too uncommon, but having the blind child or children go with a sighted group of the same age level has proven very successful and satisfying. This practice is becoming more wide-spread annually, we are glad to report.

The last point of consideration but not the least is

MATERIALS

1. **Books**—Reference has been made to books. The American Printing House has done a tremendous job in trying to supply all of us with more and better materials. The ever-increasing subsides to the Printing House have been translated into more materials for the classes. Most of the textbooks used in regular grades at the elementary level are in Braille; many of those for junior and senior high also and, with the new plastic process, each community will be better able to meet its own needs.

2. **Talking Books**—The twenty-five years of the Talking Book has been a boon to all of the blind, but since its privileges have been extended to the children, many benefits have been derived. The records are used as supplementary reading in sciences, social studies and other subjects, or as the actual lessons in literature and English.

3. **Tape Recorders**—This period has witnessed the advent of tape recorders and has helped with classwork. In addition, the recorders have been used in many other ways:

1. Speech improvement.
2. Reading improvement.
3. Teachers or readers make tapes for particular needs and these can be stored for future use with other classes.

4. **Readers**—Any material which is not covered by any of these methods can, and is, done with the use of a reader. Readers are supplied from the grade room in which the student recites, or are made available through the future teacher's group, or any other group working for honors or citizenship.

5. **Models**—There is no limit to the kinds and uses of this type of learning material. Whenever possible, the actual object is brought for observation, such as mice, turtles, snakes, frogs and small animals. For the larger animals, and objects, a model is first studied; then the children are taken to the actual animal or object to learn its size, texture, temperature, and mobility; example—horse, plane.

6. **Maps, Globes, and Mathematical Equipment**—Great strides have been made in the improvement and uses of the equipment used in geography and higher mathematics. The fine world globe and plastic wall plaques of the continents, with their topographical features, makes the learning of geography fascinating, and they are envied by the regular grade students and teachers.

Higher mathematics is no longer the laborious and difficult subject it formerly was. The forms, diagrams and equations can now be demonstrated and performed by the blind student with the use of the rubber pads, cellophane or plastic sheets and ball point pen or other indicator.

All of our education would be futile if it stopped with school. As the student progresses in his education, he is counseled and guided into the field of learning or work which seems most adaptable to him. At the appropriate time, he is referred either to the Bureau of Social Aid, Division of the Blind, or to the Rehabilitation Department, where plans for his future are made.

It would be impossible to cover minutely all of the many devices and resources available in the limited time given. But it is hoped that this presentation has given you a bird's eye view of what we in the day school class do and provide for the education of blind children. Much has been accomplished in the past two decades. We are pleased but not satisfied. There is no time for resting on laurels. Although we have seen the innovation of many fine things and made much progress, we must now expect to learn and do much more in this our space age.

RESOURCES — SERVICES IN RESIDENTIAL SCHOOLS FOR THE BLIND, 1959-1979*

D. W. Overbeay, Superintendent
Iowa Braille and Sight-Saving School
Vinton, Iowa

1. Resource Center:

To an ever-increasing degree, the residential school will become more clinical in its services. In addition to educational programs for the "average" or "normal" blind child of school age, greater emphasis in terms of facilities and staff will be placed on education and research for the crippled-blind, the emotionally disturbed, the deaf-blind and other multi-handicapped blind children.

2. Terminal Vocational and Pre-Vocations Courses:

Since a school's obligations to its pupils are not discharged until each one is launched on his adult career with a fair outlook for success suited to his abilities, and since all visually handicapped youth need to develop, maintain and improve salable skills which are personally satisfying, and those understandings and attitudes that make the worker an intelligent, socially useful, and productive participant in economic life, residential schools will undoubtedly place greater emphasis on terminal courses in the vocational and prevocational areas. An important aspect of this program will be realistic on-campus and off-campus work experience.

3. Orientation and Travel:

We can look forward to a larger body of scientific knowledge in this important area. As a result, more well-trained professional persons will be devoting full time to establishing programs and teaching blind children of school age in these important areas.

4. Physical Education:

Few areas of educating blind youth have developed more rapidly than that of physical education. Before 1979 every blind child in a residential school will devote one hour of each school day to physical education under competent instructors. The best of facilities —indoor swimming pools, gymnasiums, physical rehabilitation areas, and well-equipped playgrounds—will be available.

5. Individual Study:

Teachers and other staff members will serve more as consultants than task masters. Students will engage in study activities as individuals, or in groups of two or three, with a minimum of constant supervision. Conferences between students and instructors will be held whenever necessary, to clarify goals, content and personal problems. These activities will take place in project and materials centers, museums, workshops, libraries and laboratories, in and outside of the school. These study activities will require students progressively to take more responsibility in self-direction.

No longer will one teacher have the responsibility of teaching all of a subject to a class five days a week. There will be frequent regroupings of students in order to cope with the differences of abilities, interests, and needs. Flexibility of grouping will be a key characteristic. Individuals will not necessarily be be placed in a single group for an entire year, nor for a semester.

Teachers will be given more time for preparing instruction, developing imaginative teaching materials, counseling individual students, evaluating students, and keeping professionally up-to-date.

Students will be able to make more immediate and individualized self-appraisals.

Teachers will have more time to plan and conduct evaluations — showing progress toward achieving *all* the purposes of instruction rather than merely possession of facts, the principal area of evaluation at present.

*Summary of remarks.

An underlying purpose of the school will be to develop abilities to study, think, and solve problems, in contrast to today's emphasis on memorization of facts.

Teachers will spend less time and energy in telling students what they must do and more in raising issues and pointing the direction to possible materials and solutions.

6. Community and Other Consultants:

Every community has many individuals whose education and/or experience qualifies them as experts in many areas. Physicians, lawyers, ministers, the world traveler, businessmen, nuclear scientists, hobbyists, and many, many others, have much to give to a good school program. Their contributions can be taped or recorded.

7. Staff Specialists:

To an ever-increasing degree, schools will find on their staffs specialists in guidance, orientation and travel, preschool activities, remedial reading, and other areas.

RESOURCES — SERVICES IN DAY CLASSES FOR THE BLIND, 1959-1979

Mrs. Ralph Peabody
River Rouge Day Classes for the Blind
River Rouge, Michigan

The other day, one of my students was talking to me about the events of the previous weekend. He said, "You know, Mrs. Peabody, some day they're going to have cars I can drive — ones with radar — maybe they'll even have them by the time I'm 21, 'cause they're workin' on them now. But you know, with that radar on the roof of the car or even on the back of the car, they're going to have to build different garages, 'cause, gee, they just won't fit in the kind we've got now. Golly, I can hardly wait," he said — and he meant it!

He isn't afraid of the future and what it will bring. He is looking forward to it because he is a part, a real live, thinking, communicating, contributing part, of this world already, and he is only nine years old. This is our challenge for the next twenty years, as I see it.

The children we teach, handicapped or not, are a living part of this world *and* they are going to be the adults of the word of 1970. We have no right to sit in our classrooms and teach the same way we have been for the last twenty years. We need to *come alive* and really see this world we are preparing these students to live in.

Let us take a brief look, through the eyes of those who are trained to foresee these things, at the world of 1970. Economic forecasters tell us that the 1960's and on into the '70's are going to be boom times. To begin with, there will be an ever-enlarging population. Our 177,000,000 people in ten years will be 208,000,000. There will be more marriages, from about 1,500,000 a year now, up to at least 3,000,000 a year by 1970. The birth rate is up now and is staying up. More babies mean more business. More new things will be coming onto the markets than ever before. They will come out of scientific and technological advances of the past and of new processes under development *now* —better home heating and cooling; portable phones with no wires; greater use of atomic and solar power; color and 3-dimensional wall-TV; lighter, air-conditioned cars with permanent fuel supplies built in as standard equipment and tires for the "life-of-the-car"; new miracle drugs; products we can't even dream of now! These things, and many more like them, are not pipe-dreams, they are not just imaginings, they are ideas supported by facts that we know now—today.

And what about people? These same forecasters say that the jobs that will need more new workers in the next twenty years are these: Construction; wholesale and retail selling; finance; insurance; real estate; chemicals;

paper products; machinery and service trades. More people are going to be needed in these professions—mathematicians, physicists, chemists, economists, accountants, engineers, physicians, dentists, teachers, corporation lawyers—and these professional people will be better paid. Sales people, clerical office workers, skilled trades and all businesses devoted to repairs will need a steady growth of personnel.

Vacation resorts, travel and sports will all be boom businesses. Then there is the "space age"! Rockets and satellites, moon probes and man in outer space. Thousands of people are already involved in this new kind of industry; by 1970 it will be millions. The space age is here! We can't hide from it or say it is just imagination. So let's face it and see what we can do for children, blind children, these future citizens of this world that is to come. What *can* we do to help them to be prepared for this new world of tomorrow?

First: We must take a look at ourselves and our philosophy. What do we really believe? Do we believe every blind child should be integrated into rooms with sighted children? If not, who not? Who goes and who doesn't? What are the qualifications for choosing those who go into sighted classrooms? Do we have mentally retarded and emotionally disturbed blind children in the same school-setting as the blind child with none of these problems? Does the philosophy of education in our schools help us answer these questions, or do we make up the rules as we go along? Of course, one wouldn't expect that all the day school programs all over the country would have the same philosophy. We wouldn't want it that way. But, is the philosophy we have adequate for our needs? Are we really doing what we say we believe in, or is it easier to do just what's necessary?

Does the *total* staff of the school understand the philosophy behind the type of program in your school? Do custodians, bus drivers, secretaries, classroom teachers, special teachers, and substitutes *all* understand the thinking behind the day school programs? We must remember that to many people this is a new idea and, because it is new, they are afraid of it. We must constantly be explaining the *why* of our programs so they may function as well as we know they can. If our philosophy is understood by all, then many of the problems we face will be lessened considerably. The gym teacher *will* take our students for his classes, and the other teachers will understand that our children can enjoy art activities. But, of course, there are many problems, and not any of them are easy to overcome. However, a good, understandable, working philosophy can help, and will be a guide when your problem is difficult.

Clarice Manshard, of the Temple City Schools, spoke at a conference on Blind Children and Youth in October of 1957. She said, ". . . . we must continually evaluate and refine and be ever ready to make necessary changes so that we may serve in releasing each child, blind and sighted, to the glory of achieving his own place of productivity and happiness in the world of tomorrow." Let us just think about the quote for a moment. Of course, we have to refine and change, if these children are going to be citizens of 1970. A static 1959 existence isn't going to be of much help to them twenty years from now. Children expect change and see it as something new and better. We must also learn to accept change and not refuse it because what we have is adequate! Remember, we can *always* improve on what we have—no matter how *good* it is, or how *long* we've had it!

And then about the next phrase in the quote that says, "so we may serve in releasing each child"! Are we really trying to prepare these children so they can be released? So they can be independent and get around by themselves and take care of themselves! It's all too easy to keep that apron string attached so you can pull them back out of danger. It's harder to do, but more profitable to let students get into difficult situations and then teach them to find their own way out. It seems to develop that desirable quality called "character." Georgie Lee Abel, said, ". . . our greatest challenge in considering the needs of blind children who must later function as blind adults seems to be found in the orientation and mobility skills." We must not let travel-training fall by the wayside, just because we don't have as many rules for it as we do for Braille! Let us challenge our-

selves and really work to give our children more and better travel-training so we really *can* release them to an adult society.

And now to examine that section of the quote which talks about the child "achieving his own place of productivity." That means are we helping our students to find their place, their job, in an adult world? What are we doing to help our students find a realistic goal for their future? Remember, their future is the life of 1970, not life as it is today. Our rehabilitation workers alone can't do this job! Goals for the student's future, as a producing adult, are the responsibility of the teacher and parent. Maybe we'd better go back over the list of jobs that are going to need more workers in 1970. Wholesale and retail selling, mathematicians, teachers, economists, clerical office workers, workers in vacation businesses. All of these and many more are fields where blind people can find their place of productivity. And all the time new and unusual occupations are coming to light. Let's *not* lead our blind student into a blind alley at the end of graduation. Let's not keep producing the perpetual student who is over-educated and under-learned! We *must* look to Johnny's future and not worry only about how Johnny reads Braille. Can Johnny think, can he reason, can he understand and follow directions, instructions and commands? Have we taught him to be mentally organized? Does he know the reasons behind the ways he does things, have we taught him good work habits? Is he a person with ideas and dreams that he wants to try—or is he just existing, because the challenges of life have never hit him?

Now, let's go over that quote again, in the light of what I've just been saying. It says, "we must continually evaluate and refine and be ever-ready to make necessary changes so that we may serve in releasing each child, blind or sighted, to the glory of achieving his own place of productivity and happiness in the world of tomorrow." It's quite a challenge, isn't it?

But, I don't want to forget *happiness!* As teachers, we can do much to see that children find happiness in life. Let's encourage it, and show them ways to fill their leisure time with fun and happiness with others, and by themselves. We need to help children find the joy in hobbies, games, clubs and sports. Blind children in particular need to have leisure-time activities that are not always vicarious, but rather real physical fun. Many blind adults are lonely today simply because they never learned how to get any more than a vicarious pleasure out of their leisure-time activities. All we need to do is show our children the way, and they won't be lonely adults.

I think, perhaps more than any other single thing, the day schools must challenge their students to live and work for a future in a society they already know. Our children meet others who have all kinds of physical handicaps, as they ride back and forth to school in buses and station wagons. They meet students who have cardiac conditions, and emotional problems, and others with family problems or racial problems. The public schools are great melting pots of humanity, so let's take advantage so they may see how many types of people it takes to make up their own little world. Day school students are constantly having many and varied kinds of experiences. We as teachers need only to use these to teach the children about their world.

We also have the advantage of being close to the parents. We can ask them to come to school and talk about what kinds of experiences Johnny needs. If we leave the door open, parents will come to *us* when they are uncertain and need help with their child. We have to be *more* than teachers, as I see it; we have to be a friend and counselor for both Johnny and his parents. We are their only link between blindness and the sighted world. We are the people who see Johnny living and producing in a sighted world. We must help Johnny and his parents to see our vision and the facts behind it. And parents do think about tomorrow! How often have you heard a new father say as he displays his son, "And here's our future president!" Oh yes, parents start early to dream of their child's future. But so often blindness takes these dreams away, and there's only a void left. But we as teachers can help these parents to find that dream again, and Johnny can have a real future! Perhaps one of our greatest assets in the day schools is that we get Johnny *and* his family at school. It makes the job harder

at times, perhaps, but it is also more interesting and rewarding.

But now let's leave Johnny and his family for a moment to see what science is doing to change our classroom of the future. Just a few months ago it was announced in the newspapers that the blind may read books without Braille dots. Of course, it went on to tell about the aural reading machine. In November of 1957, I recall reading an article about a doctor from New Jersey who predicted, and I quote, ". . . that with adequate funds medical science could refine the apparatus so that within 5 years almost all blind people could see by means of an electrical stimulus of the vision center." This neurologist went on to say, ". . . the device would be something like a radarscope or television set." I am in no position to know what has happened to this research since 1957, but it certainly shows us that Braille could easily *not* be a part of the classroom of 1970.

A recent bulletin from the American Foundation for the Blind tells of research being done with optical probes, electronic notebooks, mathematical aids, card-and-tape storage of Braille, and using IBM equipment to help with producing Braille material. It also tells about new tools for better jobs, such as new aids for the secretary and for switchboard operators. They tell of new tools for measurements and how many more kinds of adaptive tools and techniques exist to carry out a wider variety of jobs than has ever before been possible.

One of the problems, of course, is to spread the information about these items—but perhaps now with the vacuum-formed vinylite master copies of paper originals of Braille publications we shall receive more of the current information about these new devices and ideas. There is also research being done about new types of canes for better mobility. Yes, there are going to be many new things to help us teach our Johnnys how to conquer the world of 1970. But, Johnny will never hear of these things, unless *we* keep open minds, and will take time and trouble to learn how these new things work, so we in turn can teach the children. We must help them understand and appreciate these new ideas because, with a little imagination, one can easily see that some of these items will really be opening new visions of the world of tomorrow for the blind children of today.

I hope you can feel my excitement as I look ahead to 1970. Like my student, I can hardly wait for it to come. I know with a better school philosophy I'll have fewer problems, and I'll enjoy changing my program so I can release my students to a future filled with productivity and happiness. Outer space and boom times are going to be all the more interesting because we're going to have new aids to use to help our students explore their futures. We have the opportunity to change the futures of our students and their families to times of happiness and creativity, if we can face the challenge and step out into space in the next twenty years.

GROUP H

COOPERATIVE RELATIONS BETWEEN THE PUBLISHER, THE READER, AND THE LIBRARIAN

Jesse Anderson, Managing Editor
Society for the Aid of the Sightless, Church of Jesus Christ of Latter-day Saints, Ogden, Utah

Introduction

Two facts will be self-evident as I proceed with this paper, First, I am not a public speaker; and secondly, I am not an expert in the subject under discussion. They say that an expert is a person who, first, is just an ordinary guy away from home; or, secondly, a fellow who has had a complete education including college, failed in business and has gone into politics. Perhaps I might qualify under one of these categories as an expert. But seriously, I have had forty years' experience as a Braille reader, six years as an editor of periodicals for the blind, and about seven months as a member of the Utah State Library Commission. Under these circumstances, I feel that I can speak impartially for all three groups.

In keeping with the theme of this convention, I should like to discuss my assigned topic in relation to 1939, 1959, and 1979; in short, I should like to examine cooperative relations in the immediate past, our own time, and take a quick look into the future.

1939

What was the situation for the publisher, the librarian, and the reader just twenty short years ago? The Braille system was 110 years old. The bitter and acrimonious battle of the types, so far as the English-speaking peoples were concerned, had been settled. The code of Standard English Braille had been in operation for about seven years. *The Matilda Ziegler Magazine* was twenty-three years old and *The Christian Record* was marking its fortieth anniversary. The Braille edition of *The Reader's Digest* was beginning its eleventh year and was hailed by most of us readers as a wonderful boon, along with *The Weekly News* and *The Braille Mirror*. *The Ziegler*, with its stories of successful blind people, current events, and the stimulating chats of Uncle Walter Holmes, which did so much to build the morale and motivate blind people, had been our favorite secular magazine for many years. Readers were reaping the benefits of the new library services provided under the Pratt-Smoot bill of 1930. Interpoint Braille had become the established format for the publishers of magazines and books. Although the Talking Book program was only five years old, it had caught on like wildfire, and a whole new world was opening up for many blind persons who had never learned to read Braille. Braille publishers, who had been resisting the Talking Book program, had now accepted it and were cooperating in its development and expansion. The Library of Congress was giving wise leadership to the regional libraries and to the publishers of Braille and recorded literature, who in turn were cooperating with the libraries, and with their readers. This, of course, resulted in much improved service to the reader, and their cooperation insured success of the entire program.

As we look at 1939 in retrospect, we find the conditions were pretty good. Printing houses were beginning to view each other as partners rather than rivals.. I do not recall whether it was just before, or shortly after this time, that the Braille Institute of America and the American Printing House for the

Blind cooperated in the production of a 32-volume Braille dictionary. I understand that about this time there was some interchange of Braille plates between U. S. printing houses and the Royal National Institute for the Blind in London. But for some reason, this program never seemed to get off the ground.

Long before 1939, publishers and librarians had recognized the fact that they were established primarily to serve readers. The Christian Record was launched as a result of a request of a blind individual for religious literature. The Matilda Ziegler was also founded on the premise of service. The same story could be told for practically every publisher of literature for the blind.

By 1939, many public libraries throughout the United States had established departments for the blind and had become affiliated with the Library of Congress as depositors and distributors of Braille and Talking Books. Some of them felt that this new program would serve as good public relations for their institutions. But others, I am sure, were motivated by a sincere desire to serve the bind of the particular area. I shall have more to say about the library program, as well as additional services of publishers, a little later.

1939 showed significant progress in cooperative relations and, speaking as one reader of both Braille and Talking Books, I was more than gratified with the results.

1959

What about this present year of 1959? Are publishers and librarians working together to improve conditions for the blind reader—both Braille and Talking Book?

Let me cite two examples of excellent cooperative relations. First, very recently one of the stereotype machines at the Matilda Ziegler broke down, and when their own engineers could not remedy the trouble, a technician from one of the larger printing houses came in and got things working again. Second, I understand that the John Milton Society and the Christian Record Benevolent Association are making plans to cooperate in producing a hymnal to be used by the blind of all faiths. This is a commendable project and could very well set a precedent for all of us who are engaged in publishing religious literature.

How do readers fit into the picture of cooperative relations? Are they observing the rules of the regional libraries in trying to keep books and recordings in good condition? I sometimes wonder when I receive Talking Book records—some of them very recent releases. Some of these records are so severely damaged that it is impossible to follow the narrative without missing sentences and often several paragraphs. What to do about it? Well, I wish I knew the answer. Perhaps the home teacher could spend more time in training their clients or someone in their families how to properly operate the Talking Book machine. I realize that many readers are elderly persons who suffer from palsy and other infirmitives, which present problems in operating these machines. Certainly, these people should not be deprived of their reading pleasure at the cost of some record damage.

It is estimated that we now have approximately 10,000 Braille readers as compared with 50,000 for Talking Books, in the United States alone, with many other thousands in various foreign countries. Some Braille groups are quite alarmed and feel that Braille is on the way out. I personally cannot subscribe to this opinion. Certainly Braille has its limitations, but so does the Talking Book. So far as I am concerned, the spoken word will not stay in my mind nearly so long as something I have learned in Braille. I know there are many who will say that the opposite is true. We are all delighted with the WORLD BOOK ENCYCLOPEDIA which is being embossed into Braille by the American Printing House, but I question the value of such a project on Talking Book records. Then, there are those who say that the tape recorder is the answer for everyone. Each reader is an individual with preferences and prejudices. I feel that every medium now being used in 1959 has its place. The Soundscriber is deficient in audio quality and non-professional readers, but it provides a rapid and economical method for transcribing much-needed material for the professional worker and student. Tape recordings are even better. I need not enumerate their advantages here. Mr. Benham is performing a wonderful service in this field.

During the past twenty years, literally scores

of Braille periodicals, covering a multitude of subjects, have become available to the blind throughout the world. Talking Book magazines have not lagged far behind. The advent of *Newsweek Talking Magazine* will mark a milestone in periodicals for the blind, just as *The Reader's Digest* did back in 1928.

I have heard many librarians say that there has been a great decline in the circulation of Braille books during the past few years. This is partly due to the popularity of Talking Book records, but I know from my own experience as a typical reader that the great flood of Braille magazines I receive has considerably cut down on the time I used to spend reading Braille books. In the two magazines I edit, I have found that serializing of books in monthly installments has created a lot of reader interest. I am currently running a book entitled A CENTURY OF SINGING, which tells the story of the world-famous Mormon Tabernacle Choir. As mentioned earlier in this paper, I have been an editor for the past six years, and I wish to express my gratitude before this group to the staffs of the John Milton Society, the Christian Record, and the American Printing House for their cooperation. Their experience in publishing and processing religious literature blazed the trail for us who have more recently entered the field.

How are publishers trying to help the blind reader in 1959? The American Printing House has developed a method for duplicating hand-transcribed Braille, and, with the cooperation of IBM, has found a means whereby our modern electronic brains can be used in the production of Braille. This will surely revolutionize our entire Braille printing process.

We are all familiar with the various services publishers are furnishing to readers. Here are just a few examples. The John Milton Society, representing many Protestant faiths, in addition to its Braille and recorded literature, subsidizes agencies and schools for the blind in foreign countries and provides scholarships. The Catholic and Jewish faiths are providing many valuable services, in addition to their publications. My own organization within the Mormon Church sponsors a nursery for preschool blind children under the direction of Irene Jones, whom most of you know. Many of you will recall that Miss Jones also served the Church as an outstanding home teacher for more than fifteen years. The Matilda Ziegler Publishing Company supplies many items to the blind at greatly reduced prices.

Time will not permit the mentioning of services performed by many other publishers serving the blind, such as the Christian Record Benevolent Association, the National Braille press, the Braille Institute of America, the Canadian National Institute for the Blind, the Royal National Institute of Great Britain, etc.

What about library service in 1959? Well, we have our survey which was completed in 1956. This survey, as you know, was made possible through a grant from the American Foundation for the Blind. If the major recommendations of that report can be carried out, most of the problems now facing libraries can be solved. You will be interested to know that, for more than a year, the library Board of Salt Lake City has claimed that it hasn't the financial means to continue services to the blind. The Utah State Library Commission is willing to assume these services, but the City Library Board, thus far, has not been able to make up its mind. They claim that they cannot continue serving us, yet they seem to fear the reaction of the public should this service terminate. You can imagine the state of mind of our librarian—not knowing from day to day whether the program will continue. We, of the State Library Commission, of course, cannot take any action until the City Board makes up its mind.

Three significant things have happened in our field during the past few years which should prove a boon to all of us. First, a Braille authority has been established by the AAIB and our own Association to make recommendations and interpret the Braille code for us. We are fortunate in the choice of the three Braille experts who have been chosen for this work. Secondly, the NEMETH MATHEMATICAL CODE has been adopted. Thirdly, we have a revised code of musical notation. These three moves should tend to strengthen cooperative relations, not only in our own country, but throughout the world as well.

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What of the future? Well, I haven't a crystal ball—not even a Braille one—but I do know that we are on the threshold of discoveries and inventions that may well make our methods of reading and publishing obsolete by 1979. One need not be a Drew Pearson to predict that we will be using one or more types of reading devices which will translate ink print into some kind of spoken language, and perhaps also some kind of tactile system. If the world is permitted to live at peace, it is certain that many blessings will accrue to the blind which are not now even dreamed of.

Conclusion

In closing, I should like to comment briefly on the obligations and responsibilities of publishers, librarians, and readers, if we are to have ideal cooperative relations. The publisher of periodicals should be constantly aware of the needs and interests of his readers. After all, the readers are our best critics, and we are set up to serve them. The Library of Congress in choosing titles to be embossed and recorded should be willing to evaluate requests and suggestions from the rank and file of readers, because even the best committee for choosing titles is not infallible. If readers are not satisfied with the material in their magazines, the service of their regional libraries, the choice of embossed and recorded books, I feel that they not only have the right, but the obligation, to let us know. But their criticism should be constructive, and should be accompanied with suggestions to help us improve our programs. None of us should become complacent, and we should all be adaptable and flexible enough to accept the changes which are an inevitable part of the march of progress.

I have attended some meetings of Group H where I felt that the librarians were completely dominating the meeting. There have probably been times where the librarians felt that the publishers had taken over the group. We can set a wonderful example for cooperation right here in our own section by balancing our programs in such a way that all of us can be heard from. We always have a large group of visitors with us who represent the readers of both Braille and Talking Books. Let's continue to hear from them, especially in our discussions.

The time has passed, thank heaven, when Braille publishers were jealous of Talking Book producers. We have a uniform type for embossed reading, and a Braille Authority of experts to implement and interpret it for us. We have a library survey, which, if fully implemented, will bring about a better program for librarians and readers than was ever dreamed of just a few short years ago.

We have corps of volunteers who are constantly providing transcribed and recorded material for the benefit of students and readers. We have the resources for ideal cooperative relations. I believe we have the wisdom and the will to pool our knowledge, our experiences, and our resources, for the betterment of blind readers throughout the world. As publishers and librarians, we have a unique opportunity to serve. Let us then rededicate ourselves to this service, and let us continue to work for broader and better cooperative relations.

BOOK SELECTION AS A LIBRARY FUNCTION

Mrs. Pauline R. Bollenbacher, Selection Officer for the Blind
Division for the Blind, Library of Congress
Washington, D. C.

Studies in the field of book selection have been made by many well-known specialists in library work, so in a few moments I can only attempt to briefly discuss and relate this important library function to the unique Government-sponsored program of providing reading material for blind persons of all ages.

The approach to book selection by the

Library of Congress is governed by the overall consideration that the interests of blind readers and their reading tastes are substantially the same as those of sighted readers, and its library services, adapted to the special media of the blind, and are based on general public library service. Over a period of years, book selection for public libraries has been affected by many conflicting ideas. It has successively been aimed at the provision of educational, socially useful, and recreational reading. More recently, the emphasis is placed on selecting the most reliable and authoritative materials that are in line with the public library's claim to being an educational and cultural institution.

Book selection at the Library of Congress has felt the impact of all these ideas, some of which are in conflict with each other. For example, do "reliable and authoritative materials" have much appeal to two-thirds of the blind population, who we are told are over 60 years of age? Letters from such readers tell us that for the most part they are past the age of rehabilitation and their chief interest is in recreational reading, and in being kept informed, in popular language, of recent developments. Should this large group of readers dominate the selection by their demands for general reading not directed to any given field of interest?

Helen E. Haines' LIVING WITH BOOKS: THE PART OF BOOK SELECTION, considered by the library profession to be the best of all works for guidance in book selection, comments as follows: "The demands made upon the public library by its mass of readers is strongest along the line of least mental resistance—for the popular, the superficial, and the elementary in literature, whether in pursuit of pleasure or edification. Only when the mass is resolved into individuals do its finer potencies and elements become evident. Then, intelligent and purposeful and fruitful reading is revealed. Such reading is done undoubtedly by a select group of users, but these are so infiltrated into the mass that they can scarcely be separated from the whole."

The Division for the Blind must provide the mass demands as effectively as possible, and at the same time give intensive service to its minority of readers who know and love literature in its more intellectual forms. We must consider book selection from the double aspect of mass readers and individual readers. We must remember that blind readers in the average American community represent a cross section of community life, along with sighted readers, and make up every shade of opinion, prejudice, and belief; they represent every degree of education and mentality, of understanding and narrow-mindedness; all ages, both sexes, and all conditions of living. Mr. Burnham Carter in his recent review of HOPE DEFERRED: PUBLIC WELFARE AND THE BLIND, by Jacobus tenBroek and Floyd W. Matson, states, "The blind are not a *kind* of people, but all kinds of people. They differ just as much as their sighted contemporaries," (*Saturday Review*, June 20, 1959).

Now, with a changed understanding concerning the requirements of blind students, vocational workers, and professional men and women for well-adjusted and productive lives, some emphasis must be placed on vocational and educationally useful books. No longer can we think of reading entirely in terms of a leisure-time activity.

Faced by these new developments that must influence the selection of books in the future, the Library of Congress is confronted with a number of problems. Braille, which traditionally has been considered the proper medium for the transcription of substantial material, is successfully used by only a small fraction of the audience under consideration, while there are increased demands for equally substantial material on Talking Book records. The cost of producing titles in Braille and Talking Books enforces a continual weighing of opposed demands and of relative merits of individual books—"If we select this, we cannot have that," for we must finally recognize that the appropriation may be the controlling factor in book selection!

A public library board can base its books selection policy on the knowledge of activities, interests, and distinctive characteristics of community life in which it is located. Rural communities will have interests that do not exist in a suburban town, an industrial city, or a university center—each differing from one another. The Library of Congress must strive to provide reading which is widely diversified, noteworthy and of permanent value.

Since it serves the entire country, no single regional or economic group or minority of either intellectual or illiterate persons can be permitted to have its tastes dominate the program. Yet something must be provided for all. Individual reader requirements cannot be estimated without keen awareness that they are always to be reckoned with. An understanding of world events, social adjustments, economic stability must become, through reading, a channel of communication with their sighted friends.

The proper selection of books is a skill which is based on extensive knowledge of what has been published in the past, and what publishers are planning for the immediate future. It calls for access to the considered judgment of subject specialists, of critics and professional book reviewers. It also requires the ability to evaluate books in relation to each other and to the existing collections to which they may be added. Book selection is considered one of the most difficult and highly professional duties in any library. It is always controlled by the established policy of the library, but in the worthwhile libraries it is not permitted to become subjected to pressure groups, censorship or irrational criticism.

Ideally, books when properly selected will be as effective for the blind as for sighted readers, bringing knowledge, satisfaction and stimulation, relief from loneliness and from self-absorption.

SOURCES AND RESOURCES OF BRAILLE AND TALKING BOOK PERIODICALS IN CANADA

E. G. Brown, Chief Librarian
Canadian National Institute for the Blind
Toronto, Ontario

At present, six periodicals are being printed in Braille by the Canadian National Institute for the Blind. I would like to describe these briefly, to give you an idea of the areas we are attempting to cover.

The Braille Courier, first published in 1920, is our oldest established periodical. Edited by the writer, this magazine is published monthly, with the exception of August and September. It contains articles on Canada, its people and its place in the world. For the most part, these articles are reprints of condensations of articles that appear in inkprint publications.

A current events and a homemaker's supplement accompany the magazine.

The C.C.B. Outlook, edited by Mrs. Sadie B. Bending, is a quarterly magazine which commenced publication in 1948. It is the official publication of the Canadian Council of the Blind. This magazine is primarily devoted to problems arising out of blindness. Most of the articles are written by blind people. Since October, 1958, the magazine has been recorded in Talking Book form, as an experiment to ascertain whether a direct-cutting process, rather than pressing records, can be applied to the publication of a magazine with a small circulation.

The Dot, stories and poems for young people, is edited by Canon E. Jacques, a staff member of the CNIB. The magazine commenced publication in February of this year. It appears monthly and contains reprints of non-religious stories and poems appearing in Sunday School papers. It is divided into two sections, the first for juniors twelve and under, and the second for teen-agers.

Possibly our most unusual publication is *Dots and Taps*, Canada's National magazine for the deaf-blind. Published bi-monthly since 1953, it is edited by Mrs. Marjorie McGuffin, who is herself deaf-blind. A considerable portion of the magazine is devoted to letters received from the readers, in which they recount their personal experiences. The

style of the letters is good humored and jovial; a family spirit has grown up among the readership. This is one of the few magazines whose readers are also its principal contributors.

A periodical of more restricted circulation is *Our Rendezvous*. Publication began in 1947. Edited by Miss G. Mortimore, this periodical is a quarterly bulletin for Canadian home teachers. Accompanying the magazine is a supplement formerly devoted to handicrafts. Each supplement now consists of a chapter from a book written by Dr. Marion Hilliard. The supplement is accumulated with pages being numbered consecutively. Following completion of the book, those who wish may return their supplements for binding.

Lettre, edited by Mr. J. A. Godin, is a French-language publication issued quarterly. It contains news notes on the activities of blind people and one or two topical articles.

During the past twelve months, we have been planning increased Braille production, and have considered the possibility of producing two monthly magazines on Talking Books. In order to ascertain the requirements of Canadian blind people, a questionnaire was sent to 3,100 people. Replies were received from 1,484. Many of the replies suggested that additional information on the activities of blind people would be of interest. It has accordingly been decided to reprint in Braille *The National News of the Blind*, a publication of our organization, edited by Paul O'Neill.

There were also many requests for more current events of Canadian interest. If possible, we will endeavor to meet this demand with the publication in Braille of a popular Canadian magazine in its entirety. In this event, the publication of *The Braille Courier* would, in all probability, be discontinued. The same magazine would also be published in Talking Book form.

As you will have noted, there is only one French-language publication, and that one, we regret to say, we feel to be inadequate. *Lettre* may be substantially increased in size within the next year. We are also considering the publication in Talking Book form of the French-language version of *The Reader's Digest*.

Replies to the questionnaire also indicated that a number of periodicals were being received from the United States and Great Britain, with a few from France. *The John Milton* magazine in Talking Book form has, by far, the largest circulation. One hundred and seven of those who replied were in receipt of the magazine. The remainder were fairly evenly divided between English and American publications. *The Reader's Digest*, of course, has a very wide circulation, but many of the copies read are received from lending libraries. The questionnaire asked readers to indicate those magazines they were receiving from sources other than the Library.

There is one significant difference between the magazines published in the United States and Great Britain. Nearly all the American magazines are circulated free, while a nominal fee is charged for most British publications.

One woman, in returning her questionnaire, listed over 40 periodicals that she was receiving free of charge. We doubt that she even opens 50 per cent of these.

This lady also takes correspondence and other courses wherever these may be obtained free. As might be expected, she does not always have time for her work. Recently, she sent in an editorial written by myself as an assignment. I learned of this when she telephoned me, in some annoyance. She had received a D plus.

The American Printing House for the Blind has earned the gratitude of readers throughout the world by their far-sighted policies and forthright action. Some of the projects undertaken by this organization have been breathtaking in their magnitude. *The Reader's Digest*, and *Newsweek*, are two examples. Blind people have been willing to pay for both, indicating that worthwhile publications will be warmly received by blind people.

We cannot help but feel that the circulation figures for a magazine which charges for a subscription are more realistic than the figures given for one that is sent free of charge. With this thought in mind, there is a possibility that we make a charge, if only $1.00 a year, for subscriptions to our publications. It would, at least, ensure that the subscribers were sufficiently interested to take some

definite action in order to receive the publication.

We are anxious to provide Canadian blind people with the material they want in a form they can use. We wish only to be certain that the material is meeting the requirements of readers.

Truly accurate circulation figures, we feel, are the surest guides that we are achieving our objective.

SOURCES AND RESOURCES OF LARGE TYPE BOOKS

Marjorie S. Hooper, Braille and Large Type Editor
American Printing House for the Blind, Louisville, Kentucky

When Mr. Duffield asked me to present a paper on the "Sources and Resources of Large Type Books," I almost refused. So far as I knew, the sources were meager; I wasn't quite sure what he meant by "resources", and the future is anyone's guess. So long as the Talking Book is restricted to only those whose vision comes within the accepted definition of blindness, the availability of reading materials for the partially visioned is an extremely pressing problem. Further, since my professional capacity includes being Large Type, as well as Braille, Editor of the American Printing House for the Blind, I felt I should try to give you what information I could glean. Some of what I have to say will be an expression of my own personal opinion, but I shall endeavor to differentiate between fact and my own personal fancy.

Before I discuss the various facets of large type publishing, I would like to point out that there are two distinct areas of need, based on the age of the reader. The reading material desired by an adult is quite different from that of a child, not only because of range of interest, but because of the psychological approach and need. The adult already reads. If 50 per cent of blindness comes after 65 years of age, what is the percentage of partial loss of vision on an age basis? I was unable to find figures to give you on this point, but it would be reasonable to assume that it would be as high, if not higher, than the figure for blindness, since partial loss of vision is the first step toward deterioration to actual blindness when it accompanies advancing age.

What do older people whose vision begins to fail want to read? The same kinds of books and magazines that they have always read, of course. And what is done to fill this need? Very little. Newspapers are printed on cheap paper which gives little contrast between the paper and the type, and the ink impression is variable and imperfect. Magazines use better paper, as a rule, which is whiter and gives better contrast to the black ink, but this advantage is usually offset by a glossy finish which creates glare. Both newspapers and magazines use small type, usually about 7½ to 8 point for newspapers, and 8- to 9-point for magazines. If you are having difficulty reading the telephone book, just console yourself that the telephone company is taking advantage of your need to come to it, and save money on the millions of books they publish, by using 6-point type. (In exoneration of the telephone company, let me say that, in order to increase readability, it does use an extremely well-formed, clear type which has no serifs—extra curlicues attached to the letters.) Book publishers generally use a soft paper, which gives off little or no glare, and also usually employ 11-point, sometimes 12-point, type. Here, of course, I am talking about the average novel or non-fiction book of interest to the general reading public. However, scientific works, or books of specific interest, and most assuredly college textbooks, in the main, are printed in smaller type on glossy paper, which make them almost unreadable to those with failing or limited vision!

Perhaps, at this point, I should explain what the various type sizes mean. Ink type faces are designed by artists who determine, not only the simplicity or fussiness of type design, but also the size of the main body of a type in relation to its over-all height. This over-all height includes the so-called "ascenders" and "descenders" of some of the letters, such as the "b's" and "d's" (ascenders) and

the "g's,'" "p's," and "y's" (descenders). This means that there actually can be a perceptible variation in size of the main body of type as between different styles of the same point size, simply by making the ascenders and descenders longer or shorter in proportion to the main type body. To give you an idea of the variations of common type sizes, 6-point type is approximately 1/12th of an inch high, 10-point type is 1/7th of an inch high, 12-point is 1/6th of an inch, 18-point 1/4th of an inch, 24-point 1/3rd of an inch, and 36-point 1/2 of an inch. In addition to choice of type size, readability is increased by proper "leading" between lines, that is, line spacing. I am told that it has been found that the most ideal type size and line spacing for the general sighted reader is an 11-point type on a 13-point base, which gives a 2-point line spacing. Such "leading" between lines of larger type should be increased at least proportionately to make for good readability.

In order to ascertain what, if any, adult books were available in large, or at least larger type than usual, I checked with the American Library Association in Chicago. In 1951, they published a list called BOOKS FOR TIRED EYES, listing fiction and non-fiction titles other than textbooks available on the general market which are printed in more than average size type, that is 12-point and above. The old edition of this list is now out of print, but I am advised that a new one is in preparation and should be available before the end of the year. They sent me a copy of the 1951 edition for examination, which showed a listing of approximately 1500 adult and 400 juvenile titles. Of the 1500 adult books, only 5 were listed as published in 18-point or above, and 137 in 14-point, all the rest presumably being in 12-point type, which is the same size as a pica-type typewriter. Hopefully, the new list will prove of greater use to the general adult reader in need of large type print. In addition to this printed list, the ALA also advised that some large public libraries issue their own lists of larger-than-usual type books, but I was unable to locate any of these lists. Neither could I find any large type magazines on the adult level.

And what about THE BIBLE? THE BIBLE I was given at age thirteen has a page size measuring 5¾" by 3½", two columns of print to the page, and uses a type size of 6 points. I well imagine that many of you have one of the same size. I believe that the average ink-print Bible is approximately 7½" by 5⅜" in size, printed in two columns, and using 10-point type. Some 12-point type printed BIBLES are available at regular bookstores, but the old "Family Bible" with 16- to 18-point type is no longer generally printed as such. Pursuing the possibilities further, I checked with Miss S. Ruth Barrett, Secretary of Work for the Blind of the American Bible Society, and she has sent me information concerning three so-called large type editions of THE BIBLE: The first is entitled "Large Type Text Bible" and uses bold-face 10-point type and weighs from 3 to 4 pounds, depending on binding; the second, a "Lectern Bible," uses 12-point type and weighs between 9 and 10 pounds; and the third, a truly large type Bible, called "The Great Primer Pulpit Bible," uses 18-point type and weighs approximately 24 pounds! (Just for comparison, let me remind you that not even the largest single Braille volume weighs over 5 pounds, and most average around 3 pounds.) In addition to the above complete Bibles, there are separate portions available of all three, including certain parts of The New Testament, The Book of Psalms, and Proverbs.

To sum up what is available for the adult, I should say the pickings are mighty skimpy, indeed.

And now what about books for children, both textbooks and general reading? The latest estimates by the National Society for the Prevention of Blindness show that there are approximately 78,000 partially visioned children in our school population, of which not more than 8,000 are in special programs. Compared to the materials available for the adult reader, the offerings to the juvenile reader are somewhat larger. They include not only library books and fiction, but also textbooks for the usual twelve school grades below the college level. Going back to the 400 listings for juveniles in BOOKS FOR TIRED EYES mentioned above, all of which are library books and fiction, I found approximately 100 titles which were printed in 18-point type or above. I also checked with

Lorraine Galisdorfer's compilation titled EDUCATIONAL GUIDE FOR THE PARTIALLY SEEING, which includes only books for readers in the twelve common school grades. This publication was first issued in 1950, and has several supplements which bring it up to date to 1959. Unfortunately, this listing is not arranged for easy reference, nor does it follow any library type of listing, either by grades or subject matter, nor does it separate textbooks from library and fiction titles. Nevertheless, it does give the most information available. The 1951 listing, plus the supplements, include some 1450 titles. The original publication gave short blurbs as to contents of the titles listed; the supplements do not. THE GUIDE, with all the supplements, lists something less than 1500 titles, all of which, with the exception of APH textbooks for high school grades (which are few in number), are designed for the eighth grade and below, and mostly for the first three grades. The preponderance of titles are library books and fiction. Of the total 1400-odd titles, approximately 650 are in 24-point type or over, about 720 are in 18-point type, and some 115 are in miscellaneous large type designated as manuscript type, capital letters, etc. It is interesting to note that at least two-thirds of the textbooks are in approximately 18-point type.

There are three sources of large type materials for children: The general commercial publisher, which in late years has done so very much in providing books of all kinds for the first six grades in 12-point type and above; the specialized publisher which confines itself entirely to large-type publishing, primarily textbooks, and employs 18-point type and above only; and the volunteer copyist who transcribes individual materials on typewriters having 18- to 24-point type faces.

The main offering of books published in large type by regular ink-print book publishers is, of course, for the primary grades, where there is a good variety of attractive, well-illustrated books in 20-point type and above. However, type sizes are gradually reduced with each advance in grade level, until most books are in 12-point type at the sixth grade, and high school books drop down to 10-point type, and even less. Again, colored illustrations, which add so much to the beauty and charm of the primary books, gradually are eliminated with each grade advancement, so that by senior high school, most commercially-printed books are in plain black and white, although there is large use of photographs, which, unfortunately, are usually too hazy or with insufficient tone contrast to be easily deciphered by the reader with poor vision. I think it can be safely said that there are practically no books for the seventh school grade and above published in larger than 12-point type by regular commercial ink-print book publishers.

Of the other two sources of large type publications, the one about which I can get practically no information is the books and materials produced by the volunteer workers, who copy on large-print typewriters materials for individual children, just as volunteer Braillists emboss needed individual books for the blind. The only information I have along this line is with regard to Aid to the Visually Handicapped in San Francisco, which is an organization of volunteers who are making multiple copies of 18-point material by hand-typing and then making photo-offset printing plates. Just how extensive their work is, however, I do not know, as I have not been able to obtain one of their catalogs. I feel strongly that some agency should step into the breach and attempt to find out where volunteer-copied books are being produced, set up a centralized catalog, and help coordinate the efforts of all concerned. Possibly, this duty should be made an additional adjunct of the Printing House "Central Catalog of Hand-transcribed Textbooks" which we are now planning to enlarge to include volunteer recordings of textbooks through the high school level. The Printing House is eager to try to coordinate the work of the volunteers who give so much of their time to help our students, in the hope that we can prevent needless duplication of effort and integrate our work with theirs.

So far as I know, there are only two special publishers of large type books in this country, The American Printing House for the Blind in Louisville, and Stanwix House of Pittsburgh. The latter is a commercial firm; the Printing House, as you know, is a non-profit organization. Both are essentially textbook publishers, although Stanwix House

now includes in its catalog some juvenile fiction titles which it acquired a few years back when it bought up the stock residue of the old Clear Type Publishing Society. A check of the catalogs of both Stanwix House and the Printing House shows that, primarily, Stanwix limits is publications to basic textbooks for the first six school grades. The Printing House also concentrates on the basic texts for these grades, but I believe offers a wider variety for each grade, and also publishes textbooks for the 7th through the 12th school grades, even though the demand at this time for materials at these grade levels is very much smaller than for the first six grades, particularly the first three. Both the APH and Stanwix employ the offset printing method of direct reproduction of the original ink-print text, blowing up the copy photographically to the desired type size. Most of Stanwix House publications, as well as those of the Printing House, except for primary books for the first grade, are in 18-point type. Both reproduce pictures and illustrations which appear in the original ink-print copy, with some editing to improve legibility, and both omit color, using black ink only, although Stanwix has announced that they are going to publish some books with colored illustrations.

Perhaps, at this point, I should explain why the Printing House, chartered as an agency for the blind, is in the large type printing business. Since 1879, under the Federal Act "To Promote the Education of the Blind," the APH has been the official textbook printery for the United States and its territories. As such, it is its responsibility to furnish the educational materials for all blind children in the country being educated through our public school system, either in residential schools, organized classes for the blind in the public schools, or as integrated students in regular public schools.

To finance the manufacture of the materials, the Printing House receives an annual appropriation from Congress, amounting at the present time to $410,000, which provides a $30 per capita allotment for each blind child registered through either a residential school for the blind or through the state department of education. All materials supplied under the Act must be "manufactured at" the American Printing House for the Blind, in order that the Printing House, as the agent of the Federal Government, may be provided with a continuing and permanent source of funds to manufacture the special materials needed in the education of the blind which are not available on the commercial market.

While the Printing House receives the Federal appropriation, in order to distribute its benefits equally, allocations of credit are made each July 1st to the residential schools for the blind and the state departments of education, the latter administering the allocations to children in public schools. These credit allocations are determined by taking a registration of the blind children being educated in public schools and public educational institutions as of the first Monday in January of each year, the total number of registrations being divided into the total appropriation to arrive at a per capita rate, which in turn is multiplied by the registrations submitted by each residential school or state department of education to determine their individual credit quotas for the fiscal year. In taking these registrations, blindness is defined as follows:

> "Central visual acuity of 20/200 or less in the better eye with correcting glasses, or a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees."

As of January 5, 1959, registrations for purposes of the Federal Act totaled 13,491 pupils, all of less than college level. Of these, 6,483 were reported as attending residential schools covering kindergarten through Grade XII, 6,835 attending public schools, again covering kindergarten through Grale XII, and 173 were adults attending formally organized rehabilitation centers for the blind. Dividing the school children as between Braille and large type readers, 7,975 were reported as reading Braille, 4,971 as reading large type, and 545 using both Braille and large type. Of the large type readers, 1,663 were attending kindergarten and Grades I-III, 1,505 Grades IV-VI, 1,000 Grades VII-IX, and 508 Grades X-XII, the remaining 295 large type readers being in miscellaneous classifications.

From the above figures, it will be seen that approximately 37 per cent of our blind chil-

dren whose vision comes within the definition of blindness are large type readers, and about 4 per cent use both Braille and large type, depending upon the subject matter. Therefore, because the Printing House heartily endorses the thesis that the medium of education of any child should be that best suited to his needs, it must, perforce, provide the materials necessary for his education; hence, our large type department.

The choice of textbooks the Printing House publishes in large type form, as well as in Braille, is determined, not by the Printing House, but by the schools for the blind and state departments of education. The Printing House itself does not choose its publications under the Federal Act. Rather, by law, recommendations are requested and received each year from the schools for the blind and the state departments of education indicating titles needed for both Braille and large type publications. Additionally, no deliveries are ever made to a school for the blind, or public school, and charged to Federal quota accounts, except on formal order approved by the proper officer of a school for the blind or state department of education. In other words, the Printing House is in the same position in this respect as any commercial publisher—i.e., we must undertake to manufacture and maintain reasonable stocks of books and apparatus in sufficient quantities to meet the normal demand. Since we have no profit margin to fall back on, if we guess wrong, we are in trouble, while, on the other hand, the Federal appropriation does not provide funds to make large capital investments in finished stock. Our constant dilemma is whether to gamble large capital outlays of our funds (and I do mean "large", to the tune of several hundred thousand dollars), in finished stock in order to keep sufficient books and materials on hand to provide immediate delivery on order, and also thereby to keep costs as a minimum, or to provide a semi-limited service as best we can, which requires frequent reprints at an additional cost and less complete service to meet the demand. I do not know the answer, but this is a problem that the Printing House faces every day in its production departments. Sometimes I think it is like sitting in on an honest, friendly poker game, where you know the players and how they bet, nobody is a dishonest cardsharp, but Lady Luck sits on the other fellow's shoulder and you just "should have stood in bed."

There are many other facets to the problem of providing large type books which time does not permit of discussion. I would like, however, to point out two factors which I think are important to the future. The first is a question: What is the proper type size for large type books? If you think the type fights over Braille have been virulent, you should also realize that opinion on the proper size for large type is equally divergent. The National Society for the Prevention of Blindness, as well as others, feels that 24-point type (1/3" high) is the best for most students. The Printing House has been told by the schools for the blind that they prefer 18-point type (1/4" high), and that is what we use above primary level, even dropping down to 16- or 14-point for some high school materials. The public school classes have not been so verbal as to what they think, possibly, because they have the help of volunteer typists who will produce materials for them as needed by means of a bulletin or other sized large type typewriter.

I understand that the University of Pittsburgh, through a financial grant by Stanwix House, is now studying the problem. So is the American Printing House for the Blind, through its Department of Educational Research. This last spring the APH conducted a test of large-type-print-reading children in grades IV to XII, who were primarily being educated in the public schools of Illinois and Ohio, although children in the same grades of the Illinois, Kentucky and Ohio Schools for the Blind were also included. Dr. Carson Y. Nolan, Director of the APH Department of Educational Research, advises me that he found no difference in the ability to read 18- and 24-point type, as indicated by reading rates, except for extremely low-visioned children where there was a slight indication that 24-point was better. However, this group constituted less than 5 per cent of the total large type readers tested. We have informally learned of other research which indicated that 24-point was superior in most instances to 18-point, where reading distances between the book and the eye were restricted

to 14 inches. In this connection, and I think this is important, the APH study did not require the child to read at any definite distance from the eye, but permitted him to choose his own individual distance, based on comfort and ease of reading. I do not wish to back either finding at this point, since both studies are to be continued. I simply wish to point up that there are differences of opinion on what is the best size type for the average reader.

The other point I would like to bring up is even more controversial. A number of ophthalmologists, and many teachers, now feel that perhaps large type books really are not needed except for only a very small minority of students. Further, they are of the opinion that students should not be singled out to be placed in special so-called sight-saving classes, but should be encouraged to use their residual vision in so far as possible in the regular school situation. To support this statement I quote from a paper presented this last spring at the Council of Exceptional Children Convention in Atlantic City by Dr. Gerald Fonda of Short Hills, New Jersey, who is ophthalmological consultant for the New Jersey Commission for the Blind. Dr. Fonda said:

> "Sight saving directed towards the prevention of blindness, such as the prevention of diseases or injuries, is a noble objective. However, the poetic phrase 'sight saving' has gained so much momentum, that its praiseworthy intent is sometimes defeating itself. Where education is concerned, what we need is a program for the development of the maximum use of the residual vision."

Dr. Fonda defines "residual vision" as ranging between light perception and 20/70, for which he gives the following practical classification for educational purposes:

Group I—Pupils whose vision ranges between light perception and 1/200—for which group he recommends Braille because their vision cannot be made adequate by the use of any optical aid.

Group II—Pupils whose vision ranges between 2/200 and 4/200—a borderline group for which it is difficult to determine as to whether they should use Braille or be put in a special sight saving program. It is Dr. Fonda's feeling that, when in doubt, try the special sight saving program first.

Group III—Pupils whose vision ranges between 5/200 and 20/300 and who should be placed in a special program as seeing children, where they can take advantage of extra assistance in the form of special classes, individual instruction, and optical aids.

Group IV—Pupils whose vision ranges between 20/250 and 20/70. It is Dr. Fonda's feeling that children with this degree of vision can generally compete with those of normal vision, sometimes even requiring no glasses or only conventional spectacles, and accomplishing their reading at close range, i.e., two to four inches from the eye. He further states that, particularly in young children, this close reading range is easily accommodated because of the great adjusting power of the eye, and that its does no harm to the eyes.

Dr. Fonda's whole thesis would seem to indicate that what is best for the partially seeing individual is a practical combination of proper refraction and physical accommodation to the best seeing distance. In other words, if you have difficulty seeing at a distance, bring the object of regard as close to you as necessary to see it best, and do not worry about holding a book at the so-called "correct reading distance" of 14 inches from the eye. If you need it closer, put it closer, and take advantage of natural magnification on this basis. Of course, if you must hold a book close to the eye, then the larger the type the more you are handicapped because the large letters require a wider focal span, thereby defeating the purpose of bringing the material closer to the eye for sharp focus. All of which means that it is easier to read normal print at a close distance than large print at a set distance of 14 inches, and that the magnification thereby produced by simple physical means is practical and, contrary to general belief, does no harm to the eyes, and is a normal adjustment to the problem.

I apologize for the length of this paper, but hope you will understand that the many aspects of the subject have required a reasonable presentation of the problems as they are seen from many points of view.

RESEARCH PROGRAM OF THE LIBRARY OF CONGESS WITH RESPECT TO BOOKS FOR THE BLIND

Robert S. Bray, Chief

Division for the Blind, Library of Congress, Washington, D. C.

The purpose of our research and development program is the improvement of our library services to the readers we have today, and the readers we will have tomorrow. It is particularly appropriate to be discussing this topic with you in Detroit since it was in this city eighty years ago that Thomas Edison, writing in the *North American Review* and other journals about his new phonograph invention, predicted its use in providing enjoyment and instruction to blind persons.

I will limit my reporting today to our principal activities and results over the last couple of years — the period for which I and my colleagues present in the room have shared responsibility. Our activities fit largely into two objectives. The first is to standardize the Talking Book program once and for all on discs at some optimum speed, whether it be 33-1/3 rpm, 16-2/3 rpm, or 8-1/3 rpm. Related to that is the standardization of a Talking Book machine to eliminate confusion and facilitate maintenance. The second objective is to develop a Talking Book program utilizing magnetic tape recordings and a playback specifically designed for the library program. Quite conceivably, the second objective could be achieved in sufficient time to eliminate the first. Related to our pursuit of these objectives are the facts that the recordings are the key to the disc system, while the machine is the key to the magnetic tape system at this point in the state of the art, since tape is reasonably standardized and the development of playbacks is lagging.

Among the components we are studying or actually testing in modified Talking Book machines are:

1. An encapsulated diamond needle.
2. A tone-arm guide-bar.
3. A circuit-breaker in lieu of a fuse.
4. A speed-reducer.
5. A fiber case sturdier than wooden cases.
6. A new motor-drive mechanism that will give longer service.
7. A transistorized amplifier circuit.
8. A light-weight tone-arm.

Among our machine developments are the following, which are here in the room for your examination:

1. An experimental model of an 8-1/3 rpm Talking Book machine featuring 7-inch recordings with 2 hours of play to a side.
2. A spring-wound, battery-operated, transistorized machine for use in areas without current which will play one side of a 33-1/3 rpm recording at one winding.

We are drawing up requirements for a tape recorder and reproducer suitable for the Talking Book program to be submitted to industry for a feasability study and report. Repair and maintenance manuals are in preparation to aid the many state agencies who made our local repair program such a success during the fiscal year just passed.

AN INTERPRETATION OF STANDARDS AND QUALITY CONTROL IN THE PRODUCTION OF BRAILLE MATERIAL

Bernard M. Krebs, Librarian
New York Guild for the Jewish Blind, New York, New York

It is surely axiomatic that the greatest contribution to the cultural, educational, and social development of blind people has emanated from the discovery and development of Braille. Its limitless potential as both a reading and writing medium has furnished a brimming reservoir of enlightenment and self-expression, for which no comparable substitute has yet been found.

Unfortunately, a number of restrictive barriers have impeded and impaired the fullest utilization of Braille in terms of its true benefit to blind people. First, like the proverbial tin cup, it has been synonymous with blindness, and frequently newly blinded people have resisted it on the premise that it would represent an admission to and an acceptance of blindness. Public education is required to bring Braille into proper focus as an essential enabling tool on the pathway to self-reliance. Second, overtaxed home teachers have often been prevented from giving the necessary inspiration and time to instruction in Braille, and thus a potential user of this valuable resource encounters undue difficulty and discouragement. Perhaps, where schedules of service are excessively heavy, students of Braille can best be served through a concentrated course in a classroom setting. And finally, Braille is somewhat sidetracked by misleading publicity on the Talking Book, which avers that only about 15 per cent of blind people read Braille, thus leaving the inference that all others use the Talking Book. Despite the development of sound and useful substitutes, Braille still remains the most satisfying and utilitarian reading and writing resource. Perhaps Talking Book records are easier to handle and thus circulate faster; perhaps Braille books are bulky and more difficult to store; but the untold pleasure of those who have acquired facility in Braille, and thus have gained the enriching inspiration of self-reliance, outweighs all other considerations.

Upon those who recognize the true value of Braille rests the heavy responsibility to encourage the use and development of Braille as a potent force in the general welfare of the blind. Braille must remain a living language medium, and a change in any code must be welcomed only when it would improve or facilitate reading-ease and skill. Recently, changes have been instituted in the literary, music, and mathematics codes which have been adopted by the AAWB and AAIB conventions. Doubtless, these changes were made with great care and deliberation, but this fact does not warrant the presumption that all the changes will withstand the test of actual field use. It may take great courage to raise a voice against an apparent misstep, but, in spite of politics and tender toes, the role of Braille as an eminently useful tool must be guarded with forthrightness. Although it is fitting to rely upon the judgment of the so-called "experts," a clear outline of changes and the reasons therefor should be on hand for examination and review.

Inventive genius has been at work in the areas of electronics, vacuum-forming, and plastic-ink procedures in an endeavor to minimize the cost and speed of producing material in Braille. Although such investigation and experimentation should be encouraged, the net result of some of these methods produced uneven dots and caused an irritation to the finger. It seems essential, therefore, that some quality control on the height, spacing, regularity, and texture of dots should be stipulated, so that the enjoyment of Braille reading will not be impaired.

Approximately 3,000 volunteer transcribers are yearly providing a weath of literary and technical works which enmasse far exceeds the output of professional embossers. With the development of the new plastic duplicating process, additional copies of single hand-transcribed originals are now being utilized to provide required textbooks for blind stu-

dents. This valuable innovation would have been of little use some years ago when the standard for certification of volunteers was so low that some blind people refused to continue to read hand-transcribed books because they were so abundant with errors. Through the foresight and forthrightness of more recent directors of the Division for the Blind of the Library of Congress, the standard for certification has been raised to a level which insures that the work of volunteers will compare favorably with professional embossers.

Also, at one time, uncertified and unqualified proofreaders were being employed by volunteer groups, upon the erroneous assumption that any blind person who could read Braille was obviously qualified to be a proofreader. It has taken much toil over many years to correct this error of judgment, but at last, most groups now require that both transcribers and proofreaders be certified. Too much cannot be said in praise of the Braille Division of the Library of Congress for setting and maintaining certification standards for both these services. As the prime purchaser of embossed books and as the recognized force behind most volunteer activity, this responsible Governmental agency has set standards which can be relied upon for guidance and application since they have been arrived at through authoritative and expert counseling.

In this electronic age, it is possible that a new and equally satisfactory method of reading will be discovered. It is also likely that additional improvements will be found to make Braille more efficient and usable. Changes in standards which would negatively affect the utility of Braille as a potent force of enlightenment and self-reliance must be warded off by constant vigilance. On this, the 150th anniversary of Louis Braille's birth, it is a joy to reflect that his inspired six dots still serve to open the way to the treasures of the written word.

REPORT OF THE MEETINGS OF THE ROUND TABLE OF LIBRARIANS FOR THE BLIND OF THE AMERICAN LIBRARY ASSOCIATION

Held in Washington, D. C., June 21-25, 1959

Nelson Coon, Librarian
Perkins School for the Blind, Watertown, Massachusetts

In the fourth issue of the bulletin ABC, which many of this audience has received during the past year, I presented for background to this report excerpts from a report of a group of librarians who studied the need for more libraries for the blind in the USA in the year 1906. The status of this work was there reported, and some of the comments sounded like the ones we hear today. But here, in the above-mentioned report, was the beginnings of the Library Round Table, and it was the activities of this committee in the years 1906-1917 which gave impetus to the accomplishments of which we are now all the inheritors.

After functioning for a number of years, the committee came to a "dead-spot" and, of some late years, the work of Section H has filled a gap in being a spur to accomplishment. At the present time, the Round Table, under the able leadership of Charles Gallozzi, is coming to life and is finding a place and a function quite distinct from that of Section H and very valuable in viewing libraries from the vantage point of *librarians* rather than from that of *workers for the blind*. The objectives of both groups are identical, and it has been a pleasure for your reporter to have become deeply involved with the activities of both organizations, especially as I have seen how much the knowledge of the functions of publishers and distributors of books

for the blind can be spread across the country with the aid of public librarians and others in that profession.

Now to my report of four busy days in our National Capitol.

It should be understood that the annual meeting of the American Library Association is a tremendous gathering. The two largest hotels in Washington, the Shoreham and the Sheraton Park, were scene of the meetings of five or six thousand librarians with the commercial displays of books and aids running into the hundreds. In such a buzzing swarm, our little assembly was of minor importance, but the meetings were valuable and interesting to those concerned.

Sunday, June 21st, was the day for the gathering of the clan and installation of exhibits. Through the personal courtesy of Messrs. Bray and Galozzi, the Round Table was privileged to have a suite of rooms as headquarters, and here our meetings were held and here we gathered before and after to discuss over suitable refreshments (provided by courtesy of the American Foundation) many personal problems in the kind of manner that always provides the greatest good.

A number of libraries had sent exhibits showing pictures of their quarters or detailing systems under which they operate. These, together with helpful literature of various kinds, proved a valuable feature of the convention.

The first actual session was a demonstration and discussion period at 2:30 on Monday, a number of interested visitors and important personages being added to the librarians. Of prime importance was the demonstration of the proposed 8-1/3-rpm record player, and of the transistorized, hand-wound Talking Book machine for rural areas. Mr. Bray announced a 20 per cent increase of funds available for next year, lower prices for Talking Books and Braille, and, in general, an outlook for many more than the 260 Talking Book and 187 Braille titles available in the 1958-59 year.

A principal discussion was on the subject of the size, make-up, and content of the *Talking Book Topics* and *Braille Book Reviews*. Definite changes are in view, and it would seem to this reporter that the free discussion would result in improvements to the benefit of all. There was, for instance, a complete agreement that *Braille Book Reviews* should continue to contain reviews of recordings, as many Braille readers use that medium solely to find out what records they can get.

Multiple-title books were criticized quite strongly, and all librarians agreed on the physical problems of handling *The Digest*, *Newsweek*, etc. Burnham Carter of Recording for the Blind told of the probable distribution for circulation of a further news publication this fall—*News of the Week in Review* from *The New York Times*.

Following this lively session, the meeting was concluded in a larger room with speeches on "Future Problems of Reading for the Blind" by M. Robert Barnett (including an announcement of a shortly-forthcoming survey of *Reading Needs of Blind Persons in the USA*) and a vigorous talk by Ralph Shaw, Dean of Rutgers Library School, on the need for maximum reader-service for blind patrons. Mr. Shaw, a member of the Foundation Survey team, was well qualified to give advice, and his talk was extremely helpful. The meeting then broke up to continue discussions over cups of cheer and plates of food.

Tuesday morning saw the librarians on an inspection tour of the Department for the Blind in the Library of Congress. Opportunity was given for individual talks with the persons responsible for such things as book selection, cataloguing, development, circulation, etc., and everyone learned something and in general admired the fine quarters and efficiency of the department. At noon a buffet lunch of prime quality was served to all the visitors and the staff, with a word of welcome from the Head of Reference, LC, the noted Lincoln authority, Dr. Roy C. Basler.

A taxi-ride then took us to the other end of town to continue the more intimate discussion of library problems. Such subjects as paper-backed Braille books (they're cheaper but a circulation problem); Braille books bought from England (they're cheaper but readers don't like the No-Caps embossing); children's books (they're cheaper but not enough—say some). The discussions were lively and the afternoon soon passed. After dinner, those who could squeeze into the huge hall heard Bennett Cerf give a talk, and some

4,000 hardy souls went to a reception at the Library of Congress.

Wednesday morning, the program for the blind was presented to the librarians-at-large in a special meeting on "Reading for the Handicapped." A blinded veteran told the nearly 2,000 librarians present what our program meant to him and outlined our operations. Following that a cute little blind girl demonstrated what Braille books meant to her, all of which was a boost to our Round Table.

Finally, on Wednesday afternoon, there took place the "official" meeting of the ALA Round Table with Charles Gallozzi in the chair. Mr. Ness of Philadelphia presented a report of suggested changes in the "Manual of Operations" and considerable discussion ensued on "Standards of Service," and staff qualifications. The only motion passed was one suggesting that *Recording for the Blind* would better serve the blind students of the country with the establishment of a central distribution center rather than the present arrangement using regional libraries. After this and other routine matters, the Round Table elected the following officers for the coming year:

Chairman — Charles Ness of Philadelphia
Vice Chairman — Florence Grannis of Seattle
Secretary — Emma Martin of Richmond
Treasurer — Murrell Wellman of Baton Rouge

What happened unofficially after that, your reporter knoweth not, as he skipped for home on the first plane, tired, but feeling that the meetings had been ones that were of great help to all present. At some or all of the meetings there were represented the regional libraries of Texas, Oklahoma, Richmond, Sacramento, New York City, Albany, Denver, St. Louis, Toronto, Washington, Cleveland, Hawaii, Watertown, Pittsburgh, and Philadelphia, there being thus 15 in all — a good showing indeed.

In retrospect, one looks to this ALA Round Table to be a potent force in the maintenance of the best standards of librarianship for the blind of our country, just as we in Section H are striving to promulgate, not only library service, but more and better reading materials through everyy possible avenue.

GROUP I

SHARPENING SERVICE

John E. Joralamon, General Manager
Washington Society for the Blind, Washington, D. C.

I am very happy to be able to bring to you information on a new job opportunity for blind people, and I am very proud also to be able to give you this information, as it is another new venture into employment opportunities for the blind that has been started by the Washington Society for the Blind in Washington, D. C. What I am going to talk about today is in the tool-sharpening field. We say "new" because it is a complete sharpening service.

We advertise that we can sharpen anything and have the equipment with which to do it. The tools that we sharpen are: hand saws, miter saws, circular saws, cross-cut saws, key-hole saws, planer blades, scissors and pinking shears, tin snips, grass snips and hedge shears, all knives, lawn mowers, (power and hand), roto blades, sharpened and balanced barber clipper heads, and barber scissors corrugated.

We specialize on two items—knife serration and sharpening ice cream dasher blades. We say "specialize" because these two items really are our big money producers. On the items previously mentioned, a fairly good operator can make $4.00 - $7.00 an hour, but on serration and ice cream dasher blades $12.00-$18.00 an hour is quite possible.

On serration, a person can be taught to go to the restaurant and do the work right in the kitchen, or he can have the restaurant manager send the knives to him and pick them up when completed. On the ice cream dasher blades, you have to have a location where this machine will fit.

This is a job that was previously done by hand filing. The Society has developed an automatic machine that will, in time, revolutionize the sharpening of ice cream dasher blades. We have a patent pending on this machine and intend selling it throughout the United States where there is a need for it. Of course, we are going to sell it at a very good profit, but will sell it at cost to any organization using blind labor.

In this city alone, there must be at least 250 blades per week that require sharpening, and at $1.50 each that means $375.00 per week for someone.

There are thousands of ice cream plants in the United States that are potential customers, and any organization starting in the sharpening field with this machine could, no doubt, pick up enough business to cover the overhead on their complete shop.

Now, I am not advocating that agencies do what we did and install a complete line of tool-sharpening equipment, You can start in alone by sharpening knives and scissors, or any combination of these items, that suit the locality in which you are going to operate. All but saws are relatively simple to learn to sharpen. While it takes three weeks to two months to become expert on most of these items, it will be in the neighborhood of six months before you will be able to sharpen saws correctly.

We shall be glad to train anyone at the Washington Society for the Blind without cost. All we ask is that the man be furnished his full expenses while he is with us. I hope you will all be able to avail yourselves of an opportunity to come and visit us in Washington so that we may show you our shop in operation.

MUSIC COMMITTEE

PIANO HOSPITAL AND TRAINING CENTER

Yesterday and Today

Emil Fries, Owner

Piano Hospital and Training Center, Vancouver, Washington

This unique school of piano technology dates from August 5, 1949, but its roots go back forty-three years and are closely interwoven with the history of the Washington State School for the Blind. Had it not been for these deep roots, there would be no school of this kind today, and its first decade of life cannot be understood nor measured without first viewing its background and the factors that brought it into reality. After ten years of continuous service, records show that students from 24 states, Hawaii and British Columbia have come to the Piano Hospital for specialized training.

From 1906 to 1921, piano-tuning was offered at the State School for the Blind as a work that the blind could do, but taught with no special emphasis. During this period, for most people in Vancouver, the State School was synonymous with good music, and piano owners would call on the tuning instructor for the care of their pianos. The course needed only to be expanded, better equipped and staffed. This was done by Superintendent Herbert R. Chapman who, in 1921, engaged Mr. Walter R. Dry to head the vocational department.

Although Mr. Dry had reading vision, he had learned his tuning at the Kansas School for the Blind, had wide experience in the piano service business, some teaching experience, plus a missionary desire to teach the blind. His enthusiasm and knowledge of piano-servicing stirred the imagination of his students and opened new vistas for them in piano tuning. I, Emil B. Fries, was one of these fortunate students and, on graduation from the school in 1924, it was my good fortune to be selected as assistant to Mr. Dry in the Vocational Department. Besides dormitory duties and teaching assignments, I did most of the clientele tuning for the State School. This varied experience with the blind in piano work under the dynamic tutelage of Mr. Dry, plus the opportunity to attend university night classes, transformed my ambition from becoming a lawyer to that of teaching the blind. With this ambition and a kit of tools, I earned my way through the University of Washington.

In 1931 I had the honor of succeeding Mr. Dry in the State School as Director of the Tuning Department. At this time, our country was in its worst depression, the piano industry at a standstill, and tuning for the blind was considered by many as a lost cause and far from promising as a teaching vocation. The marked shrinkage of piano factories, and the depression influence on piano sales, made it clear that if piano-tuning held any future at all as a vocation for the blind, it must be taught with a broader concept to include complete and thorough servicing, as well as tuning. This would necessitate additional equipment, greater access to pianos, and increased classtime for both the instructor and students. This plan was made a part of the State School policy and enabled me to further develop the tuning clientele, along with the expansion of the training course.

In spite of the disastrous depression, local tuning business began to grow, which had its effect on the tuning course by way of interesting piano jobs brought to the shop for repair

projects. These challenges, plus the incentive to earn a little money, not only made the courses popular, but, more important, attracted the more capable students. Interest in piano-tuning was further strengthened when, in May, 1935, we held our first Tuners' Banquet. The tuning students charmed their audience with musical selections, humorous readings and group songs. As guest speaker we had the manager of a piano sales department who spoke on the "Future of the Piano Business." His talk so interested the students and impressed my fellow faculty members with the potential possibilities for the blind in piano servicing, that our tuning course received greater emphasis, plus a new prestige. The Tuners' Banquet became the social highlight of each school year and a most effective means of advertising our work and graduates to music teachers and piano dealers who would attend as special guests. Perhaps its greatest benefit lay in attracting graduate tuners, year after year, to return to the functions, which enabled the instructor to impart bits of needed refresher training during and after the banquets. The need for this added technical help culminated in our Piano Clinic which takes the entire forenoon on the day following the banquet. In this meeting, all problems of a technical and economic nature, and the selling of piano service, are thoroughly discussed, with the result that every tuner goes back to his work better informed and with new enthusiasm.

By 1940 several of our graduates were doing very well in the piano service business, and interest in the tuning course among the older boys was very strong. Yet, there was a small but steady decrease in the enrollment of boys in the course. The basic reason was the younger age of students who were now coming to the school. Educationally and broadly speaking, this was a fortunate trend because children were coming to the school at the right age or at the onset of blindness instead of remaining at home for months or years as in the past. In the War years, when tuning students were the fewest, the tuning instructor was given additional teaching of social science courses. Concomitant with the lessening of tuning students in the school, the tuning department had begun to attract attention in other states. Simultaneously, vocational rehabilitation for the blind had become a reality in most states, strengthened with Federal matching funds. By the 'mid-forties, blind people could get vocational training outside the borders of their state, if not obtainable at home. Thus, in 1943, Montana sent us our first out-of-state student. Oregon soon followed, and by June of 1949 we had graduated at the State School 13 out-of-state students in piano-tuning, representing 8 states, including Tennessee and West Virginia. In 1946, a change in administration at the State School was made. This new administration had no interest in vocational training except on a prevocational level, and sent more and more of its students to public schools. It believed that a vocational course like piano-tuning was the responsibility of the State Vocational Education Department and should no longer be taught in the State School for the Blind.

Early in the new regime, I could have abandoned the teaching of tuning for that of a more academic career in the same school. I could not see the program come to naught that had taken so long to build, and that had had noteworthy success in terms of rehabilitation and happy employment for a number of young men. The writer now had three alternatives: Bring the piano-servicing course into the Vancouver Public School System under the State Department of Vocational Education; replace his teaching career with a private tuning business; or set up a school of his own. While the first proposition seemed financially attractive, it was not conducive to a long-range, constructive training program for the blind. The prospect of private clientele in piano servicing offered sufficient security, but none of the satisfactions that come only to teachers who are embued with their work. The private school idea was a fond dream, but a tremendous financial risk and frought with many imponderables. The shop or private school would mean high rent or the purchase of a building with consequent overhead costs.

A trip to Europe the previous summer had left my wife and me in a weak financial position to purchase an adequate building. After serious thought and wide consultation, however, we attempted the necessary purchase. By pooling our life insurance policies, we quali-

fied for a low interest loan, increased our house mortgage, mortgaged the building to the maximum and, with the confidence of our bankers, the purchase of a four-unit structure was consummated. Also the income from three rental units of the building gave the necessary security to the entire venture. Perhaps the purchase was made more on faith in the future than on business judgment, but the timing proved right for a venture of this kind. These three rental units were a restaurant on the ground floor and two small apartments upstairs. This gave me shop space in the fourth unit and a room on the main floor 16 x 30 feet. In this limited space, careful planning to the inch found room for a small office, two sound-proof tuning booths, two special cabinets, and two work tables, with some room to spare for work space. In this work space was one grand piano, never less than two uprights and, last but not least, the five courageous students. In this wedged-in condition, the first year was spent at the Piano Hospital. The more fitting appendage, Training Center, was not added to the Piano Hospital until the following year, when the venture seemed more secure and additional shop space was under construction.

The new addition across the back of the building, also built on borrowed money, was 29 x 41 feet in area and one story high. It embraces a furnace room, three general workrooms, two sound-proof tuning booths, and a model refinishing room. The unit that was the restaurant until 1956 is now a combination display room and music studio. This, then, is the physical plant, and the various rooms are equipped with work tables, cabinets or racks and special equipment for specific repair jobs. On entering the front door one sees displayed a variety of model piano actions embracing most types of pianos, from the square to the electronic. Included are a miniature and full-size sound board, complete with bridges and plate. Our prize model is a modern grand action with 88 keys equipped with dampers and pedals that work. For tactile learning, models of this kind fill an indispensible need in giving the blind realistic workable concepts. For the more academic phase of the course, a library, both in Braille and print, affords opportunity for technical study through books, pamphlets, trade and professional magazines.

From the State School I brought the equipment that I had acquired during eighteen years, the training course which had been carefully developed, my tuning clientele, plus excellent relations with the American Foundation for the Blind, the Federal Office of Vocational Rehabilitation, and rehabilitation agencies for the blind in a number of states. These were assets that could hardly fail, especially, if I could continue or improve the same standard of piano service locally, and the quality of training that had already brought students from eight states.

The training course was adapted to the Piano Hospital, a well-equipped piano repair-shop designed to meet the piano service needs of this community. Frequently, repair jobs make it necessary to take piano parts, actions, or the entire instrument to the shop for overhauling. This might mean replacing of ivories, repinning of flanges, refelting, installing new hammers, new strings, or even the repairing of sounding board and bridges. These are just a few of the piano needs that are found in all types of pianos, be they chic spinets, dependable uprights, or parlor grands. Our clientele includes leading music teachers, the Veterans Hospital, churches, and the Vancouver Public Schools with their 115 pianos. Dealers also call on our services and send pianos to the hospital for overhauling.

The types of jobs listed above serve as project operations for students, particularly the more advanced ones. It is this flow of repair work in and out of the hospital which enables students to acquire complete knowledge in practical application while in training.

Thorough training in work as intricate as piano repairing and regulating makes individual instruction an absolute essential. Because of this, 9 students is the maximum at the Piano Hospital and Training Center. This method permits every student to advance according to his own aptitude and determination to master the course. The course for a beginner requires approximately two ten-month terms, September to July. Tuition costs are $65.00 a month, except the Summer Refresher Course for special students which is $75.00.

Throughout the course attention is given to the problem of how tuners obtain employment. This is accomplished through lectures and discussions of the various methods of salesmanship, advertising and public relations. Included are methods of bookkeeping to keep account of customers and earnings.

Perhaps the most significant key to the success of the Piano Hospital was held equally by the five splendid students during its first fateful year. Four of them followed me from the State School and the fifth came from Iowa. When the tuning department was ended at the State School, these four students, three seniors and one junior, pleaded and urged me not to leave them stranded and by some manner or means set up a school of my own. When I pointed out the financial risk involved, the cost of maintenance and other burdens of overhead, they answered in a chorus, "We will help you." The item of janitor work was disposed of at once and so were many other types of work that would normally have taken my time or money. Not only did they work under crowded conditions, there was not even a drop of warm water for washing their hands. How did they fare? The Iowa lad returned to his home community where he made an outstanding success of servicing pianos until his untimely death two years ago. Three are well employed by leading music companies and the fourth one heads the tuning department at the New York State School for the Blind in Batavia.

With expanded space the second year, it was possible to house a few band instruments for the students. These instruments are the source of needed and wholesome relaxation and recreation during free time and after work hours. Usually they have an orchestra that plays for dances, and individual students also play with local dance bands. The study of music is always encouraged, especially piano playing. This is further strengthened by having a music teacher come once a week for private instruction. He helps the orchestra, and directs the group singing and instrumental numbers for the Tuners' Banquet.

As a means of giving the students broader training beyond the scope of piano technology, they are encouraged to join community singing groups, the Vancouver Toastmasters Club and to take night courses at Clark College. The cost of these advantages is borne by the Training Center.

Students live in homes that are selected on the basis of balanced diet, comfortable rooms and wholesome environment. Free choice of church attendance is encouraged, and so is social participation with families and community groups.

One unexpected resource in this training program was the reaction of the immediate business community toward these blind students. At first it was an attitude of curiosity, "Can they do it? Let's wait and see" attitude. As the classes have come and gone with marked improvement in mobility, poise, broader outlook and self-assurance and gone into employment, the businessmen have taken an increasing interest in the individual students and the Center in general. The barber, the appliance dealer, hardwareman and TV technician have all given the friendly word, and accomplished, unwittingly at times, what seemed insoluble to experts. What has come to be an effective, unsuspected guidance center is the local pharmacy. Here the students meet during coffee breaks and rub elbows with the shopping public, where they get personally acquainted with the clerks and the druggist, an excellent counsellor. To most who know him he is either Jim or Doc, but to me he merits the title of special assistant.

As we draw the curtain on our tenth year and face the future, the question "Was it worth the gamble?" can be answered. The building mortgage stills runs its course, but other loans are liquidated. Shop space has been quintupled in area and the original building both modernized and improved. A paid janitor keeps the place presentable. The burdens of both teaching and clientele piano-servicing have been lightened by the help of an able assistant, a former student. Also the important task of driving has shifted largely from Mrs. Fries to eager high school and college students.

Whereas the first class had 1 out-of-state and 4 Washington students, this tenth has 9 trainees representing 8 states and Canada. Ten years ago, 8 states had used our services. This number has grown to 24, includ-

ing Hawaii. Virginia has just become the 25th by sending a student for our special Summer Refresher Course.

A fair and frequent question "How many have you graduated from the Piano Hospital and Training Center and how many of them are following piano-tuning?" This tenth class of 6 seniors, the largest, will bring the total to 38. Of the 32, 1 is deceased, 1 abandoned the tuning for other work, 4 follow it part-time to supplement dance-playing or other employment, and the other 26, or 94 per cent, are engaged in piano-servicing full-time.

The work of our tenth year reached its climax on June 28, 1959, at our 25th Anniversary Tune Up Time Banquet, also the Commencement for the six seniors. The guest speaker had as his subject, "What Piano Tuning Means To Me." He was a senior and played his part in our first tuner's banquet. He still services pianos and operates his own piano store, the Hahn Piano Company in Spokane. George R. Morgan who presented the certificates to the seniors was a junior at that banquet in 1935. His service business also developed into a very successful piano store, the Admiral Piano Shop in Seattle.

With these two tuners, and many others, as examples to point the way, the future looks promising for those who are to follow.

MUSIC FESTIVALS FOR BLIND CHILDREN

Leonard J. Chard, Music Director
Michigan School for the Blind, Lansing, Michigan

Occasionally, one hears a fellow-teacher remark that he wishes he could find the thing that would keep children constantly motivated to maintain high standards of achievement, especially where the teen-agers of junior and senior high school are concerned. Such concern is perhaps least expressed by the well-trained, highly imaginative and enthusiastic teachers in the many phases of music education. These teachers have a number of ready-made incentives, such as: (1) The desire of children to be a part of a group within the school, within the home, or within the community; (2) The desire to constantly improve one's tone, whether it be on a particular instrument, or with the voice; (3) A desire to make recordings that will be enjoyable to be listened to by the group or their many friends; (4) The desire to render praiseworthy public performances—the school assembly program, appropriate seasonal concerts, radio and television appearances, and festivals where proficiency ratings may be the desired goal, or only comments without grade may be desired by students and teacher from college or university music educators so that groups may learn what steps need to be taken to improve their performance.

Participation in festivals by our bands, choruses, orchestras, small ensembles and soloists have come to be a phase of the music program to which students in schools for the blind look forward to each year with great anticipation. The festivals in which our schools participate may be classified into two types: that where a number of schools join together at a designated school, and the other where our school organizations take their places with the public schools in their own district, county and state festivals. Each type has some very fine educational values.

The first type has probably had its greatest development during the past ten years since the time when the first music workshop of AAIB divided the country into zones similar to those of the Music Educators National Conference, and elected a chairman for each zone whose duties were to promote annual festivals among schools for the blind.

According to this plan, two to five schools in their respective zones decide upon a given weekend in the spring which will be best for such a program. The schools of each area work on a rotating plan with regard to which will be the host for the occasion. These festivals will bring together from 60 to 100 students for performances as a massed band, chorus, or orchestra. Among these students

will obviously be found a number of fine ensembles of soloists. These festival groups, after spending enough time in rehearsal, will usually present a concert for the students of the host school, and the finale is a concert for the community.

Distance, inadequate means of transportation, and limited housing accommodations are perhaps the greatest deterrents in having larger participating groups. However, from such festivals come many friendships that would not otherwise have materialized, and exchange of ideas on the part of instructors and students, the desire on the part of students to continue to raise their standards so they may be asked to return another year. Many times, small combinations develop that may organize themselves after graduation to provide commercial music.

The second type mentioned earlier has been a part of the public school music program for quite some time since the development of public school bands, choruses and orchestras. This is somewhat of a competitive type of festival in many instances. Here, in varying degrees and numbers, our schools for the blind have been participating for a longer period of time. The district, county, or state festival of today is not the competitive contest that it once was. In most areas today we do not find schools necessarily competing against each other to see which is the winner, runner-up, etc. We might call today's competition a type of competing with oneself. In other words, a school will, by the amount of its enrollment, belong to an A, B, C, D, or E classification. Many of our schools for the blind, because of the low enrollment in the high school in relation to surrounding public schools, will no doubt be in the D or E classification. By standards set up by either MENC or state music education associations, the schools in each classification will be given general ratings of 1 to 5 for the kind of performance they produce. In many areas, if they have earned a #1 rating at the district and county levels, the soloists, small ensembles, or large organizations have then earned the right to participate in the state festival. At the state level, the range of excellence is often made a little broader in that the organization is still considered superior if it receives a rating of 1 or 2. According to these qualifications one or six schools could each receive #1 ratings.

Some of the values: Once a student or a group has tasted success at the district and state level, the student or group have a burning desire to maintain the kind of standard of attained achievement. Here is a clear incentive for both the instructor and students to want to perform music of good quality. Here is an opportunity to command a great respect and admiration of ability on the part of blind persons by both sighted children and adults. I am told that in many instances staff members accompanying a band or an orchestra to a festival have been able to observe a visible change of respect for the group after a few bars of a number have been played. Here is an opportunity to perform for a great number of those who will be the citizens of tomorrow at the time when our children will be taking their places in their communities. Fine performances at these festivals often create greater public interest in our schools for the blind. Festivals of this type teach our children discipline according to the rules established by the sponsoring organizations. They raise their standards of stage deportment and appearance. They learn that no concessions are granted in allowing extra time for getting on and off stage, and in setting up the stage for their group within certain time limits. In other words, organization and teamwork are the greater outcomes. They learn to move in and out of situations where there are hundreds of children involved. And, finally, they listen with great respect to other organizations. The children are always eager to hear how the other bands and orchestras perform the same required number. They come home with ideas of new music that they would like to play. And, most of all, they are always anxious to hear the comments of the judges. They respect very highly the unbiased opinions they receive.

There is today a growing tendency toward the festival of a mass type. Here the comments may be had if desired, but the stress is put on making music together in combined, massed bands, orchestras and choruses. There can probably be nothing more thrilling

to children who want to make music than to have their 30-piece band become a part of one of 200 to 300 players.

Though the foregoing material has and was requested to deal with music festivals in schools for the blind, I feel that there is another aspect of the music program in our schools which has a reasonable relationship to the music festival and that should have some time devoted to its discussion. The development of this phase of music education in our schools has occurred within the last three years. This new innovation in schools for the blind is the development of bands into marching units. Here I can be somewhat more specific by saying that, to my knowledge, three of our schools can now claim the distinction of having marching bands, namely, Missouri, Iowa and Michigan. Two of these marching units are conducted by directors who are blind. Two of these bands have had the distinction of participating in parades sponsored by the convention of Lions International in Chicago. Michigan, whose marching band was formed within this past school year, has had opportunities to participate in a parade of its capitol city which was the climax of its Centennial Celebration.

I think of nothing that can be more festive where music is concerned. Many of the same values can come from this festive type of training. In this phase of our music program we can now present something that has great visual appeal, as well as auditory, to a far greater public than many years of concerts at our schools. In marching, our children must learn *strict* discipline, *extreme* precision, and develop a playing ability on their instruments under much different circumstances.

There are the doubters and the "show me's" when such a program is discussed. The methods used in developing a marching band of blind and partially sighted children might be the subject of another discussion at some future time, following more experimentation by these and other schools. I might say that there was a time when I was among the doubters, but, with a centennial parade as an incentive, I had little trouble motivating myself or my group. The "plunge" into this activity was taken, and I now find it very fascinating. I have the feeling that further experimentation will result in such bands being able to do some of the easier maneuvers other than just the straight march.

I doubt that the music teacher ever needs to suffer from such a disease as "lack of incentive." The music teacher with imagination and enthusiasm and a well-planned program should certainly be assured of full administrative support when the administrators know that the music program is for making better citizens of the children under his guidance.

RECREATION COMMITTEE

CAMPING FACILITIES IN THE UNITED STATES FOR THE ADULT BLIND

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The purpose of this paper is to list and briefly describe the camping facilities available to the adult blind in the United States. Most of these camps serve only adults who are blind, but a few of them include other physically handicapped persons. Blind adults may stay at a motel in Florida or camp in California, Connecticut, Delaware, Minnesota, New Jersey, New York, Ohio, Pennsylvania, West Virginia and Wisconsin. These are the only facilities for blind adults that have come to the attention of the writer.

Because a person is blind does not necessarily mean that he should camp with other handicapped people. For those blind people who cannot feel at ease in a normal camp situation, special facilities are desirable. Many of these special camps offer rehabilitation services, including the fields of learning, self-confidence, physical fitness, social adjustment, recreation and productive skills. Many of these special camps have as one of their goals to inspire blind men and women to participate usefully and happily in the seeing community. In general, it can be said that blind people go to camp for the same reasons that those with normal vision find this experience so enriching.

A number of camps for the blind may be attended free of charge, while others have fees. Where fees exist, needy blind people are often enabled to attend by individuals or organizations sponsoring camperships for them. For example, at Beacon Lodge in Pennsylvania, about 75 per cent of the campers attend through partial or complete sponsorships. Funds for these camps are often obtained through contributions from the general public, wealthy individuals or corporations. Some camps share in the community chest. In Youngstown, a major part of the expense of running the camp for the visually handicapped comes from the redemption of Ohio Sales Tax Stamps which people have been asked to mail to the Society for the Blind.

All of the camps mentioned here are nonsectarian and all races are invited to attend. However, at the present time the invitation to attend the motel in Florida does not include colored people. When camps are limited to either men or women, this fact will be specifically mentioned.

Free Motel for the Blind

Blind people and their seeing companion guides are invited to stay free of charge in one of four motels or three residences while in Sarasota. For reservations write to May Houk Foundation, 1896 Bahia Vista St., Sarasota, Florida. It is possible to take busses to the beaches or to the bridges for fishing. Blind guests are invited to make free use of an adjoining grove with more than 100 varieties of tropical fruits. The living facilities are rented to the public to the extent that enough profit is made to cover housing blind people free of charge.

Camps for the Physically Handicapped

The camps mentioned under this heading accept physically handicapped adults, including blind individuals:

CAMP HEMLOCKS, Huntington Turnpike, is sponsored by the Society for Crippled Chil-

dren and Adults, 740 Asylum Ave., Hartford, Connecticut. The age range is 5-65 and the fee is $25 per week; Easter Seal support when necessary.

CAMP COURAGE at Maple Leaf is sponsored by the Society for Crippled Children and Adults, 420 E. Lake St., Minneapolis 8, Minnesota. The camping period for adults is two weeks and the fee varies according to the ability to pay. The blind participate in fishing, nature activities, outdoor cookery, boating, swimming, singing, etc.

CAMP WAWBEEK at Wisconsin Dells is sponsored by the Society for Crippled Children and Adults, 119 E. Washington Avenue, Madison 3, Wisconsin. There is no fee for this camp, which can accept 88 campers, 6 to 45 years of age, each period.

Camps for the Adult Blind

ENCHANTED HILLS, located near Napa, is a division of the Lighthouse for the Blind, 1097 Howard St., San Francisco, California. The fee is $3 a day, but no blind person has been refused admission because of inability to pay. A seeing person may attend, if invited by a blind guest. Capacity is 45, and guests may stay as much of the five-week period as they wish. The age range is 18-70. Accommodations include cabins for four persons, ranch house and a sleeping porch. Activities are: swimming, boating, fishing, hiking, crafts, nature study, folk and social dancing, campfire and group activities of all types.

LANDIS LODGE is not many miles from its sponsor, the Commission for the Blind, 305 West 8th St., Wilmington, Delaware. Twenty persons can be accommodated during each of the five two-week periods. There is no fee, but no out-of-state guests have been accepted as yet. Church activities, entertainments, parties, talking with friends, and enjoying the new garden make life pleasant for guests, most of whom are elderly.

SUNLIGHT HOUSE in Egypt, Massachusetts, offers two-week vacations to adult blind residents of the state at fees based on ability to pay. It is operated for fourteen weeks during the summer and is open for one week at Christmas and one week at New Year's. One two-week period is for families. If space is available, out-of-state residents are welcome. Each session is attended by an average of 75 guests. Some of the activities are: daily beach trips, bowling, cook-outs, fishing, dancing, outings, talent shows, nature study, music, crafts and indoor games. Sunlight House is a facility of the Association for the Adult Blind, 41 Mount Vernon St., Boston 8, Massachusetts.

DIAMOND SPRING LODGE, in Denville, is a vacation center for the blind women of New Jersey. During the past three summers, the Foundation for the Blind, 46 Franklin St., Newark 2, New Jersey, has provided 183 free two-week vacations. The activities include swimming, boating, crafts, cook-outs, field trips, dancing, and playing games with adapted equipment. The Lodge is also used for holiday and week-end parties throughout the year.

CAMP HAPPINESS, located on the waterfront, is sponsored by the Blind Men's Association, 27 Burlington Ave., Leonardo, New Jersey. Vacations are free to blind men of New Jersey. There are five two-week periods, and the camp has a capacity of 41. Guests are housed in a two-story building and two cottages. Activities are those of a seashore resort, and also include bowling at a local alley. A feature of the camp is the participation of people from the community in social functions, such as dances, In return, the men are invited to take part in community activities.

CAMP LIGHTHOUSE, Waretown, is on Barnegat Bay in New Jersey. It is a facility of the Association for the Blind, 111 E. 59th St., New York 22, New York. There is no fee for the camp, which has a capacity of 46. There are three two-week periods for adults. Among the 19 buildings on the 60-acre campsite are ten cabins for campers and a couples' cottage. Activities include swimming, boating, fishing, hiking, outdoor games, crafts, outings, music, dancing, social games, and campfire.

RIVER LIGHTHOUSE, Cornwall-on-Hudson, is sponsored by the Association for the Blind, 111 E. 59th St., New York 22, New York. The main house is used for dining and recreational purposes. Living quarters for guests consist of three connecting bungalows which

will accommodate 60 men and women. There is no fee, and the season is divided into five two-week periods. Adults 36 years of age and up are accepted. A varied program of recreation is offered. It includes swimming, outdoor bowling, crafts, hikes, outings, nature study, dances, music, bingo, cards and amateur programs.

VACATION CAMP FOR THE BLIND, Spring Valley, has its executive offices at 119 W. 69th St., New York 23, New York. With a capacity of 100, this camp served over 1,000 blind people last year. Features of the camp are: (1) cabins for family groups, (2) private rooms for married couples, and (3) winter week-end camping. Activities, though not compulsory, are scheduled around the clock. The program grows out of the expressed desires of the campers. The most popular activities are swimming, boating, campfire, square- and folk-dancing, amateur shows, bowling, crafts, Braille-marked nature trail, and museum. Some other activities are hikes, baseball, chorus, orchestra, cook-outs, church services, and discussion groups.

STERN VACATION HOME, Mason, is a facility of the Association for the Blind, 1548 Central Parkway, Cincinnati 10, Ohio. The capacity is 18 in each of ten one-week periods, and some week-end sessions. There is a registration fee of $1.00. A small lake on the 43-acre campsite provides boating and fishing. There is a swimming pool and an outdoor shuffleboard. Hayrides, horseshoes, and indoor games are also enjoyed.

HIGHBROOK LODGE, Chardon, is a picturesque 23-acre camp sponsored by the Society for the Blind, 1958 E. 93rd St., Cleveland 6, Ohio. During the summer there are five 8-day sessions, and four week-end trips, of which two are for families. The 8-day sessions are $12, and the week-ends $5 per person. No one is denied because of inability to pay the fee. These fees pay only a small part of the cost of running such a camp. Guests live in four cabins, which are heated and have attached bathrooms. Facilities accommodate 32 persons. Among the more popular activities are croquet, outdoor bowling, cook-outs, crafts, hiking, boating, dancing, trips to points of interest, and church services.

GOODWILL INDUSTRIES, 201 W. Fifth St., Dayton 2, Ohio, provides a staff for a one-week session each summer at the YWCA camp near Lebanon. About 80 per cent of the campers are blind persons, but other physically handicapped individuals also attend. Each year, the Dayton Lions Club provides $600 for the camp which has a capacity of 75. Campers from Dayton and Montgomery County pay $5 for the week; others pay $15. Activities are: swimming, boating, fishing, hiking, baseball, crafts, dancing, cards, bingo, and stunt night.

CAMP FOR THE BLIND is located near its sponsor, the Society for the Blind, 2246 Glenwood Ave., Youngstown 11, Ohio. The camp, with a capacity of 50, is open each summer for the last two weeks of August. There are men's and women's dormitories, a recreation building and an administration building. There is no fee and the age limit is 18 to 85. Activities include swimming, hiking, baseball, dancing, horseshoes, shuffleboard, community singing, bingo, cards, evening entertainments, trips to interesting places, and attendance at church services.

BEACON LODGE is located two miles from Newton Hamilton in central Pennsylvania. The nine-week season is divided into periods of one or two weeks with a capacity of 60 at any one time. There are separate dormitories for men and women, and limited living quarters for married couples. At the present time, campers are asked to leave children at home. The fee is $40 per week, which is often paid by sponsors. Swimming, bowling and bus-riding are the most popular activities. Other activities are: boating, fishing, hiking, crafts, music, dramatics, horseshoes, dancing, skating, baseball, cards, and talent shows. More information may be obtained from Beacon Lodge Camp for the Blind, Box 222, Lewistown, Pennsylvania.

CAMP INDIAN SPRINGS, Indiana, Pennsylvania, conducts a one-week session for blind adults in August, and the fee is $17.50 per person. Men and women are housed in dormitories. There are a number of buildings, play and picnic areas, and a large swimming pool. Some of the activities are crafts, dramatics, games, hiking, dancing, cook-outs, nature lore, swimming, community singing,

and campfire. The camp is sponsored by the Association for the Blind, 308 W. Cunningham St., Butler, Pennsylvania.

CAMP FOR THE BLIND is located six miles from its sponsor, the Seeing Hand Association, 737 Market St., Wheeling, West Virginia. The camp accommodates 25 men and 25 women. For those who can afford it, the fee is $10 for the one-week period in August. Out-of-state campers are particularly welcome. Activities include: nature study, boating, hiking, baseball, cards, outings, and entertainments.

WEST HAVEN on Newman Lake is sponsored by the Foundation for the Blind, 3010 Queen Avenue, Spokane, Washington. A large dwelling accommodates fifteen individuals who pay no fee when they are blind. Groups, which must include at least two blind persons, furnish their own transportation, food and activities, other than boating.

CAMP REST-A-WHILE on Lake Pontchartrain is sponsored by King's Daughters and the Lighthouse for the Blind, 123 State St., New Orleans 18, Louisiana. About 50 people can live in the two and three-room cottages during either of two one-week sessions. White adults may attend by paying a fee of $1.00, and fifty cents is collected for each child in a family. A number of activities are offered with handicrafts and swimming being the most popular.

Paid Vacations for the Blind

A few organizations, lacking camping facilities, provide vacation funds for needy blind adults. The Association for the Blind, 39-49 Arcade Buiding, Providence 3, Rhode Island, is one organization following this plan. A blind adult may select his own vacation spot or stay in a home in the country selected by the Association. A number of farmers in the state have opened their homes to the blind, and receive $30.00 for room and board. In this way the Association provides two-week vacations for about 50 blind persons on a budget of $1,000.

RECREATION FOR THE MULTI-HANDICAPPED

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Recreation forms an integral part of living for most people. It is the birthright of every individual. Through recreation we find pleasure, make friends, cultivate our talents and practice the art of happy living. Those of us who are engaged in work with the blind are aware of the tendency on the part of most blind people to drift into a state of listless inactivity when not required to perform some definite task, and the physical, mental, and moral consequences thereof.

For most people leisure time, even though on the increase, represents the minor portion of the day. In so far as most blind people are concerned, however, leisure time always has, and still does, represent the greater part of the day.

Constructive occupation of one's leisure time can prove of immense value in assisting the individual to live a normal, useful and productive life. This applies to the visually handicapped as well as the sighted. Too often we hrave encountered individuals, without sight, who are depressed, resentful and hostile because time hung heavy on their hands.

During the past several years the Canadian National Institute for the Blind, especially in the more densely populated areas, has had a broad and varied program of leisure-time activities available to Canada's blind. It has been encouraging to note the benefit to the blind, not only recreationally, but in so far as their rehabilitation is concerned. Many of those who have benefitted, and are benefitting, from our recreational services are persons who suffer from disabilities in addition to blindness. Our clientele represents a very broad cross section of society and our records indicate that this same cross section comprises

participation in all of our activities. This includes those with multi-disabilities.

How do multi-disabilities influence our recreational services? In our experience over the past several years, we have found that such cases eventually find their level and participate in a variety of activities within the limits of their physical condition. Only in isolated instances has it been necessary to give special consideration to such cases and then, in most instances, for a temporary period.

An example of this is the case of a totally deaf and totally blind individual in his forties, who was so disabled since infancy. He acquired an interest in bowling. The problem was to find some means of instant communication after each throw so that there would be no undue delay affecting the participation of his fellow-bowlers. A system was worked out whereby the coach, then a twelve year old lad, used the arm of the bowler to represent the alley and his fingers, the five pins. The inside and outside parts of the arm represented the left and right gutters respectively. After each throw the coach would touch the fingers corresponding to the pins knocked down, or that part of the arm to indicate a gutter ball and where it went off the alley. Another bowler acquainted with the manual speaking-technique was added to the alley, in order that the bowler in question might have someone to chat with.

Another case requiring special assistance was that of a bowler suffering from cerebral palsy. His right side and back were seriously affected. Although he was able to bowl from a standing position he found that in the "bending down" stage of the delivery his weak back tended to throw him off direction. An experiment was conducted whereby he bowled from a sitting position on a small stool. His performance improved so rapidly that in two seasons of bowling he was the most improved in a league of some 100 blind bowlers.

Of the approximately 2,000 blind bowlers in Canada, many suffer from added disabilities such as deafness, diabetes, arthritis, cerebral palsy, multiple sclerosis, high blood pressure, mild heart conditions, and so on. Quite often bowlers who develop disabilities which force them to drop alley bowling turn to the more suitable sport, table bowling. This does not provide them with the exercise they enjoyed in alley bowling, but it does provide much of the challenge, competition, and social experience.

Fishing, which is the most popular summertime recreation, especially in the West, also attracts many participants who suffer from added disabilities. As in bowling, only in isolated instances has it been necessary to give special consideration. One young man, in his thirties, acquired a strong desire to go fishing. His hands were severely deformed because of arthritis. Trips had to be planned during warm spells and in comfortable boats. He was able to hold his rod and to cope with small fish of the trout size, but salmon proved too much for his condition and after tasting the thrill of a salmon strike it was necessary for another to finish the job. This same young man became interested in our men's service club activities. At first he was timid and retiring but accepted the challenge of a public speaking course in order to equip himself with necessary qualities for higher office. Within two or three years he was elected president and proved to be equal to that task. His interest has remained keen ever since.

Then there is the case of another man in his thirties who came to town from the northern part of British Columbia. For him to walk ten or twenty miles a day with a pack on his back was not unusual. Now he found himself unable to walk three blocks without resting and supporting himself because of mutiple sclerosis. Today, a matter of only a few years, he participates in swimming, bowling, fishing, socials, and other activities which do not involve walking, or sustained exertion.

Only in the case of the deaf-blind has it been necessary to give some special consideration on a group basis. Workers and volunteers familiar with the manual speaking-technique form part of the program structure. Individually, many of these deaf-blind participate in other activities with little or no special consideration required.

I earnestly hope that I have not given the impression that multi-disabilities present no problem. Nothing could be further from the truth. But I do believe that our policy and practice in treating each case on an in-

dividual basis removes many of the obstacles which lie in the path of readjustment.

A blanket statement cannot, accurately, be made regarding the effects of multi-disabilities. It is the individual, his personality and resources which are the prime consideration.

Through interviews, staff conferences, and other phases of contact we are in a better position to appraise the individual's strengths and weaknesses, to plan with him a program of activity suited to his interests and within the limits of his abilities, capabilities and over-all situation.

For its part, the agency must endeavor to make available a broad and varied program of recreations within its own program structure and to utilize the recreational resources of the community. The individual with multi-disabilities, for his part, must desire a solution to his problem and to realize that many in similar situations, having had the will, found the way.

RECREATION FOR THE DEAF-BLIND
A 14-YEAR PROGRESS REPORT

Louis J. Bettica, Director, Services for the Deaf-Blind
The Industrial Home for the Blind, Brooklyn, New York

Is it possible to have a recreation program for deaf-blind people? Can deaf-blind people dance, swim, roller-skate, play bingo and scrabble, or participate in shuffleboard, bowling and other tournaments? Can deaf-blind people have fun? Is a group-work program possible? Can volunteers learn to communicate with deaf-blind people? These and many more similar questions have been asked concerning the feasibility of offering recreational services for deaf-blind people.

To answer all of these questions with an unqualified "Yes" would be a pleasure; however, it would be incorrect to say "yes" to all of these questions because deaf-blind people are people and, like any people, some can do many things and some are very limited in their recreational aptitudes. In addition to these various degrees of innate or developed recreational skills, they, like other people, vary in their attitude towards specific activities. For example: Some of us may be fearful of entering the water when the surf is a little rough, whereas others among us may take a great delight in this type of bathing. Some of us may be fearful of approaching a horse, whereas others may look forward to their next riding date.

Since people are so different and since we must not forget that deaf-blind people are also within this group, it must be stated that it is impossible to say that all deaf-blind men and women can participate in all the activities of a recreational program. However, I can say that the experience at the Industrial Home for the Blind for the past fourteen years has clearly shown us that a properly planned recreation program or a group-work program is certainly possible and, in addition, we have found that a majority of deaf-blind people in our recreation program can do most of the activities listed above as well as many of the other standard forms of recreation. Also, many of the deaf-blind men do play a major role in planning their weekly activities as well as special events, such as Hallowe'en, Christmas, St. Patrick's Day, and other parties. In fact, just recently at our 14th Annual Dinner, entertainment was provided by some of the deaf-blind men. Their performance most certainly would not qualify for the Ed Sullivan show, but seldom have a group of artists rehearsed so diligently, were so anxious to please, or derived so much pleasure from their efforts and applause.

The recreation program as its exists today is so varied that it permits each individual to find an activity that interests him, and,

from the standpoint of the worker, the program is so structured that activities can be revamped, discarded or new ones added, in order to meet the needs of the individual as well as the group. For example, this type of program satisfies the needs of the individual who feels that he must keep busy every minute of every session, and also the person who is seldom a participant but always volunteers for a place on a committee.

The recreation program for the deaf-blind is not an entity in itself; it is part of the over-all rehabilitation program of the Industrial Home for the Blind, and, in fact, it is one phase of its regular recreation program. There is close cooperation and consultation between this service and other staff members of the deaf-blind department, as well as other services, such as the vocational department, rehabilitation center, recreation and the social service department. Contact with these departments and the correlating of all of our experiences, as well as the findings of the psychologist, help us to not only understand the client better, but also to become aware of the areas in which he needs help. His need for help may stem from emotional instability, a limited sense of responsibility, immaturity, limited communication skills, poor adjustment to social situations, unrealistic attitude toward the limiting effects of the double handicap, or an almost complete lack of knowledge regarding the goals that can be attained despite this double handicap. This does not mean that our program is a therapy-oriented program, but "the group experience," doing things together with the help and guidance of a worker, is an experience in learning to live with others and making oneself more fit to be lived with. Group experience can heighten awareness and sensitivity to other people and to their needs and sensitivities.[1]

The group situation also offers the deaf-blind individual an opportunity to realize and to personally see evidence to the effect that others in similar circumstances have been able to make appreciable and noticeable adjustment. The late Dr. Louis Cholden, in his paper "Group Therapy with the Blind," presented at the meeting of the American Society of Group Psychotherapy in 1953, stated: "Many of our blind clients felt that their fears, anxieties and emotional problems are peculiar to themselves."[2] If this is true of blind people who have opportunities to mingle and observe, then this must certainly be true of deaf-blind people.

In offering this program to deaf-blind persons, we feel we are providing three basic services to them and the community:

1. Providing a recreactional facility for deaf-blind people who are unable to avail themselves of recreational opportunities elsewhere.

2. Assisting each person, through guidance or training, to overcome recreational, emotional and social inadequacies.

3. Assisting each person to gain maximum skill, confidence, and experience, so that it may be possible for him to take better advantage of community resources when, and if, available.

The recreation program for the deaf-blind today has six distinctive phases:

1. Social and recreational night for the deaf-blind, held every Tuesday night at the IHB Club; average weekly attendance 18.

2. Day Center program for deaf-blind women, held every Monday at the Queens Day Center; average attendance 11.

3. Integrated programs, such as bowling, fishing, swimming, bingo, etc.; 24 different deaf-blind people take part in these activities during the month.

4. Home-visiting service—the number of clients continually varies depending upon need. In an average month, our worker will contact 10 different deaf-blind people.

5. Special events, such as parties and trips. The attendance on these occasions is 24 for the smallest groups and 45 for the largest groups.

6. IHB Club for the Deaf-blind — 20 active members and 4 deaf-blind men are kept on their membership list as honorary members.

The Role of the Volunteer

Perhaps nowhere in work for the blind is there such a need for qualified, well-trained and well-disciplined volunteers as there is in rendering a program of recreation for deaf-blind people. This is true because of the technical aspects of communication, language limitations, and the environmental limitations

produced by the handicap itself. This makes it imperative that the volunteer be as skillful as possible and be aware, appreciate, and work towards the goals of the program.

As far back as 1944, we realized the need for volunteers, and, since the IHB did not have a volunteer service program at that time, it was necessary to recruit them from our clerical, supervisory and professional staff, and also some of the hearing blind clients who were in our workshops at that time.

Because the work of the volunteer is so important in carrying out a recreation program for the deaf-blind, we must spend the time necessary to train each volunteer recruited for this purpose.

Over the years, we have found the following procedure most practical: When the volunteer has accepted this assignment and she is asked to meet with me before the start of the regular session, at this meeting I explore the motivating force that made her apply in the first place, investigate any special skills she may have and, in general, let her know what will be expected of her. We discuss briefly the over-all philosophy of the IHB and, more specifically, the aims of the program she is about to join. She is then taught the one-hand manual alphabet — in about one hour — introduced to a deaf-blind person who is prepared to continue the manual alphabet instruction by actually "talking to her." I will meet again with the volunteer the following week, and discuss with her any imperfections she may have in the manual alphabet, and then either have her meet and work with another deaf-blind person for more practice, or have her enter into the program if more practice is not necessary.

Volunteer meetings are held every first Tuesday of the month, at the same time the deaf-blind men have their meetings. During these meetings we discuss plans for the coming month and whatever else they are interested in regarding our program, its goals and their part in carrying them out.

In the monograph "Recreation Services for Deaf-Blind Persons," which is Volume VI of a series of seven volumes entitled REHABILITATION OF DEAF-BLIND PERSONS, Mr. Irving Miller discusses in detail the role and responsibilities of the volunteer, the professional staff, and the agency.

Volunteers are recruited in these ways:

1. Through the regular volunteer service department of the IHB.

2. Through the personal interest of many of the staff from the Deaf-Blind Department, as well as other departments of the IHB.

3. Referrals from other volunteers.

Initially, the personnel of the Deaf-Blind Department recruited most of the volunteers. Later, the IHB Volunteer Service took this initiative, and now we find that many of our new volunteers come referred to us by our present volunteers. This, I believe, is somewhat of a tribute to the recreation program in general, but to the deaf-blind participants in particular.

Characteristics of the Deaf-Blind People Served

The maximum number of deaf-blind people served in their home or in our facilities is 52. Only two of these people do not take part in activities away from their home.

Vision. All persons served have vision so poor as to place them within the definition of blindness—"Central visual acuity of 20/200 or less in the better eye with corrective glasses, or central visual acuity of more than 20/200 if there is a field defect in which the peripheral field has been contracted to such an extent that the widest diameter of visual field subtends an angular distance no greater than 20 degrees."

Of these 52 persons:

A. 27 persons are totally blind.

B. 19 persons have seriously limited fields of vision.

C. 6 persons have unlimited fields, but very low vision.

In order to fully understand the full impact of these figures, it must be pointed out that, in addition to the 27 persons who are totally blind, those 19 persons in Group B above have an eye condition which has a very poor prognosis.

Hearing. Since there is no generally accepted definition of deafness, I am quoting the definition accepted by the IHB: "The inability to understand connected discourse through the ear."

All 52 clients served are within this limi-

tation. Only two have even the slightest amount of residual hearing. This hearing is limited to the words "Hello—How are you" under controlled and ideal conditions. Nine had hearing at one time, and 43 are congenitally deaf.

Sex. There are 34 men and 18 women.

Vision characteristics statistics breakdown relative to sex:

Men—17 totally blind, 17 with partial sight,

Women—10 totally blind, 8 with partial sight.

Only one person is a congenitally blind person.

Marital Status

Of the totally blind men and women, 2 of the 17 men are married, 4 of the 10 women are married.

Among those who have partial vision, 4 of 17 men are married, 2 of 8 women married.

Age—24 to 68; majority in the 35-45 age bracket.

These statistics are significant because they point out a surprisingly large number of totally blind people (27 out of 52) participating in our recreation program. All of the 27 totally blind persons participate away from home.

Another significant statistic is the fact that 43 of the 52 people served are congenitally deaf, therefore, this paper in a large part is based upon our experience with this group.

Development and Description of Programs

Deaf-blind men have been clients of the IHB workshop since 1919, and in 1945 it became necessary to provide a special service for this group. At that time, there were 11 men in our workshops, 4 of these men living at the IHB resident home.

I became director of this program in 1947 and, by this time, several important things had happened.

Two special trips were planned and successfully carried out. On these trips, the men visited a newspaper printing press and a firehouse. Some of you may feel that these are odd choices and yet they represented what the men wanted to see. They were interested in the printing house because all of them had gone to a school for the deaf and most of them had had some instruction in printing. The visit to the firehouse is harder to explain except for the fact that there was publicity at that time about some new engines, and I guess very few of us men ever really grow up to a point where we stop dreaming of being in the driver's seat of a fire engine or at the throttle of a locomotive.

In 1946, twelve deaf-blind men, under the guidance of my brother who was the original head of the department and was one of the true pioneers in this field, formed a club for the deaf-blind. History is rather vague, but it is quite possible that this was the first club of its kind in the world, bearing in mind that all its members were totally deaf.

This club elected its own officers who in turn became the executive committee and met with my brother, and later on with myself, to discuss plans for recreation and other items of interest to them. The men were anxious to hold meetings by themselves, and this they did with varying degrees of success and not without its frustrations. I was only called in during voting time, and on occasions when they found a problem a little too difficult to handle by themselves.

From its inception this club served these five purposes:

1. It provided this group with something that belonged to *them*. It was *their* club and the room set aside for them was *their* room. This was important, when we recall how deprived the men of this group were. Almost all had been club members at one time in some other club. However, not only were most of them now unaffiliated with other clubs, but many of them had been forcibly ejected or so neglected as to make their visits to these clubs humiliating and unstimulating.

2. A specific activity to attend once a month. This was certainly more than having no place to go.

3. This was an opportunity for them to present their ideas as a group. Because of their failing vision, their previous participation in clubs had been merely passive.

4. Although there was some interaction among the club members at the various meetings, this was not a major force of this group experience, because of the difficulty in communication. However, it did stimulate activity between members after club meetings.

5. The dues that were collected by this club enabled them to be givers instead of always been on the receiving end. I shall never forget my delight and their pleasure, in surprising me with my first Chrismas gift. They also did this for others who were helpful to them. I have had to ask them to stop this at the time when it seemed that the list of helpers had become too long. This club now contributes to prizes and gifts for special events.

The club meetings are generally carried out in this fashion: Because of the problem of communication, the Treasurer usually collects the monthly dues before the meeting. At the start of the meetings, the officers sit at the head table with club members along the sides of the room. The officers determine whether or not there is business that may require a "yes" or "no" vote. If this is so, two of the officers take the vote by talking to each man at each side of the room. This routine is followed whenever a vote is necessary or when it is necessary to give information to the men.

Occasionally, there is a great deal of action between the men regarding a particular point, but because of the communication difficulty, most of the men have decided their answer before entering the meeting.

Back in those early days we were faced with this double problem:

1. There was no other agency or group performing any kind of formal recreation service for the deaf-blind. Therefore, we were unable to secure help from other sources.

2. The deaf-blind men did not really believe they could participate in any active program.

I was, however, fortunate in being associated with men such as Dr. Salmon, Mr. Sparr and Mr. Keane who were of inestimable help and a source of encouragement during the early days. In addition to these men, the general staff of the IHB were also helpful, but perhaps the most significant point of all is the fact that the deaf-blind men themselves were eager to try anything.

In addition to the few events previously mentioned, several table games adapted for use by blind people were introduced to the group. Checkers, chess and dominoes were the first games to be introduced, and all of the men were familiar with these games. Later, Chinese checkers and parchesi were added and, more recently, scrabble has been a game that has caught the interest of several people. In addition to the actual participation in the game itself, scrabble is also of some help in building a better vocabulary. A number of the men learned to read Braille, and this made it possible for them to play such card games as poker, rummy, bankers and brokers, black jack and, lately, the fad is Crazy.

One man also has been able to figure out and manipulate double solitaire. Learning to read Braille has also helped some of the men spend their time reading, and the fishermen in particular enjoy and benefit from the articles on fishing we have transcribed into Braille.

I can never forget the great amount of thought we all gave toward planning our first Hallowe'en party in 1947. This first party was for twelve men and it has become a yearly affair. These parties are now planned for 30 to 35 deaf-blind people and, for one party, we were a little over-ambitious and invited 45. This was a little more than we were prepared for, but it is something to work toward. We have had at parties a variety of games from Tug-O-War for our first party to various forms of relays, from ducking for apples to marshmallows or doughnuts-on-a-string.

Our special trips have included visits to the Matilda Ziegler Press, the battleship "New Jersey," and Hyde Park where Mrs. Roosevelt met and welcomed the group.

Up to this year, week-end trips were limited to Burrwood, the IHB's resident home on Long Island. These trips were in some instances an out-of-doors weekend when the men spent the time swimming, fishing and picnicking and using the beachhouse for their sleeping quarters. On other occasions, Burrwood was used as the home-base for trips around the Island, which included visits to a fish hatchery, antique auto museum, whaling museum, and other points of interest. This year, the group spent a weekend at Spring Valley Vacation Camp for the Blind and visited West Point during that Saturday.

From the very start of the program, we were working for better harmony between deaf-blind people and the blind people of the IHB workshops, and, after this had been accomplished, we worked toward an integrated recreation program.

Misunderstandings brought about by the inability to communicate caused many of the difficulties; therefore, it was our aim to teach as many blind people as possible how to use the manual alphabet, and to help the deaf-blind men to learn other methods of communication, and to help both groups understand each other better.

Below is a partial list of activities in which deaf-blind and blind people participate together.

Bowling—4 deaf-blind men — they also participate in the national tournaments.

Fishing—7 of the 35 club members are deaf-blind. This year the deaf-blind men have won 3 of the first 4 fishing contests.

Swimming—7 or 8 deaf-blind men go swimming at the Y pool every week. It is not unusual for a deaf-blind person entering a pool for the first time since his double handicap to find it difficult to lift both feet. Our experience has been that they seem to need to be treated as a beginner and start them off by holding on to the side of the pool while kicking their feet. It also seems quite necessary to assist them to lift their feet for the first time.

Bingo—A popular pastime with 18 deaf-blind people attending. We try to have one volunteer for every two persons for the purpose of letting them know the numbers called.

Other activities, such as game night, fishing and bowling banquets, are well attended; in fact, this coming October, the deaf-blind plan to have a booth of their own at the carnival sponsored by the Day Center.

Many more opportunities for integration, as well as more opportunities for a diversified recreation program came about with the establishment of a formal recreation program in 1949 and the opening of the IHB Clubhouse. In 1950, in addition to new recreational activities, such as roller-skating and shuffleboard, it provided the deaf-blind person with a place to go and to bring a friend. At the present time, one of our deaf-blind men is an active member of the Ham Radio Club.

Because of the difficulty in training deaf-blind people in a new activity during the actual participation of that activity, and because we were inviting a number of deaf-blind people who have had extremely limited social contact for many years, and for other sundry reasons, we found it necessary in 1952 to set aside one night a week which is known as the Social and Recreation Night for the Deaf-Blind. As evidence for the need and value of this program we find that more people have enrolled, and we now have more and better participation by the deaf-blind person in the regular recreation program.

At the beginning of this paper, I spoke about the aims and benefits of such a program. For the past two years we have been fortunate in having the services of a group worker who has helped to develop the finishing touches that we needed in achieving these goals.

Most of the actual contact with clients in this program is done by the 8 or 10 volunteers who join us every Tuesday night. The worker will usually work with a new client coming into a program or a client who may need some special help. We also work closely with a client or clients at the time when a new activity is introduced or when a client is introduced and being trained in an activity or game that is new to him, such as scrabble, shuffleboard, card-game, bingo, bowling, etc.

Dances and dancing have been the new interests of this group for the past two years, and the circle dance has become very popular. This year has seen a slow development in the interest of what might be described best as a rhythm band. The men like to gather around the piano or phonograph and feel the vibration and, more recently, they have shown interest and ability in keeping time with the music.

In general, the individuals within this group learn to share in the responsibility of the program and carrying it out, in addition to being encouraged to use their own initiative, which is instrumental in promoting the type of development we feel helpful to the individual if he is to enjoy a more fruitful and interesting life.

The group experience itself provides each

deaf-blind person with an opportunity of participating in situations that are social, active, mental or physical, relaxing or intense. It permits them to explore something new or to pursue something old. It helps to develop or restore self-confidence. It helps to develop new relationships and new ideas. It provides an opportunity to discuss current events or talk about the "good old days." It provides experiences upon which an individual develops a more positive attitude toward the future. It helps develop independence. I sincerely believe it is the type of program that gives meaning to time. Needless to say that "time without meaning deprives life itself of meaning."

In 1954 we initiated a visiting service to the number of deaf-blind women who have asked for someone to visit them and help them with some of their problems at home and in general help bring some normal type of contact into their lives. We have also found that we have been able to assist most of the women in learning new games which they later played with their immediate family and friends.

Through these home visits, the deaf-blind women began to realize that they need not be "home bound" and they expressed the desire to "get out and do something" away from home. The worker is a companion for the women on day-long shopping trips giving the deaf-blind person plenty of time for selections or rejections of items.

This need to participate in activities away from home led to the inauguration of the Day Center in 1957 on a monthly basis, starting with a total of 4 women. Concurrently, the home visitor continued her visits to the homes for the purpose of evaluating the persons' ability and readiness and also to determine whether or not the individual's needs can be best served by participating in this program. If a deaf-blind man does not show the ability or is not ready to take part in a group activity, the home visitor assists her in overcoming these inadequacies.

Gradually, women were added to the program, and at present there are 12 women attending weekly sessions. The format and aim of the program are similar to that of our Tuesday night recreation program.

We have been in a position to closely observe 37 deaf-blind men and women, 11 employed in outside industry and 26 in our workshops, and have learned that this alone did not and does not provide them with the opportunity for social and intellectual stimulation and growth they desire and need. In some instances certain job situations for certain deaf-blind people may possibly inhibit this growth and development. I know one deaf-blind man who felt that he had to quit his outside job because no one would or could communicate with him.

The recreation program on the other hand provides the opportunity and guidance for each deaf-blind person to participate at his optimum performance level, helping him to make better use of his ability and to help him take on additional responsibility, resulting in a more competent, confident and happier individual because of this program.

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SMALL BUSINESS ENTERPRISE MANAGERS COMMITTEE

GREATER SALES THROUGH COOPERATION WITH SUPERVISORS

Milton T. Freeburger, Assistant Superintendent
Maryland Workshop for the Blind, Baltimore, Maryland

I feel that the keystone of this subject is the word "cooperation." Webster's Economic definition of the word cooperation is "collective action as in industry for mutual profit or common benefit." Thus, without this collective action, there can be no mutual benefit. How, then, do we get this cooperation in our vending stand program which is of mutual benefit to all?

From the beginning, our trainee is informed that he is entering into a field of endeavor wherein cooperation and teamwork are paramount. The prospective stand manager is then introduced to our trainee evaluation system. We use a trainee evaluation form which is prepared weekly. This form is divided into four categories with numerous headings under each category. I will not give a detailed breakdown of the trainee evaluation, since it is set up specifically for our needs. The normal training period is twelve weeks with emphasis on different areas of the evaluation during the training period. To keep the trainee aware of his progress and problems, a discussion is held at the end of every third week, with a summary and indoctrination of a stand manager's privileges and responsibilities at the close of the training period.

When the trainee becomes a manager, he then participates in our Manager of the Year Program. This is actually a supervisory evaluation system. We have developed an evaluation form and standards which give us the means whereby an objective evaluation can be made. At the same time, we are creating a cooperative and competitive attitude on the part of the stand managers. Our V.S. Program is conducted on a thirteen-period annual basis, but only ten evaluations are made. Thus, the manager must be on his toes, for he does not know when he will be evaluated. Each evaluation is graded and a record kept of this grade. The manager having the highest standing at the end of the year receives an award in the form of an engraved plaque which is displayed at the stand for all to see. As a result of the competition thus stimulated, the cooperation of the stand managers is at its highest in that they are pressing our supervisors for suggestions, comments and any other assistance that will help them improve the operation of their stand.

I would like now to talk a little about the evaluation form. This form is divided into six categories. Our first heading is "Display." Under "Display" we break down into subheadings: A. . . . Attractive, B. . . . Grouping Like Merchandise, and C. . . . Unauthorized Advertisement. No. 2 is the Manager's Personal Appearance. No. 3 is personal appearance of stand assistants. No. 4, general housekeeping, which is broken down as follows: A. . . . Floor, B. . . . Walls and ceiling, C. . . . Fixtures and Equipment, D. . . . Storage area, and E. . . . Cleaning schedule. Category No. 5 is Merchandise. By this we mean the stock on hand! A. . . . Is it adequate? B. . . . Is there any unauthorized merchandise? No. 6, Salesmanship and management efficiency! A. . . . Attitude toward Customer, B. . . . Attitude toward the business, C. . . . Are all purchases on a C.O.D. basis? D. . . . Are weekly reports accurate? E. . . . Merchandise prices, fair, high or low. F. . . . Hours of operation and attendance. And last, G. . . . Gross profit percentage.

Right here, I should say that our stands are divided into three groups, i.e. first, the dry stand, which is package goods only; second, a wet stand in which the manager will make and sell coffee and maybe hot-dogs, but nothing beyond that in terms of food, and, of course, including the usual line of package goods merchandise. Third is the snack bar, which may have a griddle and salad bar, and will prepare hot and cold sandwiches, salads, etc. This division is made to give the proper allowance for grading the percentage of profit.

In grading the evaluation, we use the letters A, B, C, D and E. We make it a practice wherever a grade is below B that a comment be made on the reverse side of the evaluation, explaining why such a grade was given and suggestions for improvement. To maintain our objectivity and keep the manager informed, each manager is supplied with a copy of the standards against which we grade. I do not feel that our standards should be presented as they are set up specifically for our program, but, for example I will set forth the standard for "Attractive" under Display which is as follows: "The merchandise and display area are clean, glass polished, etc. The amount of merchandise is adequate, but not overflowing, and easily visible to the customer. If price tages are used, they must be neat and legible." Thus, by referring to the standards, a manager can very quickly ascertain why he received a particular grade. Printed in the PROCEEDINGS will be copies of our forms and standards for the trainee evaluation and Manager-of-the-Year evaluation. In addition to the evaluation, we do a quarterly sanitation inspection on all of our snack bars, for here food is prepared and served. It is our policy to be one step ahead of the Health Department. We have found this pays off in many ways. Building management is very appreciative of the fact that we are maintaining a topnotch operation, and the Health Department has commended us for our efforts.

Our Manager-of-the-Year program may sound like a lot of work. Well, it is, but it has made the job much easier in that when a supervisor goes to a stand, he is welcomed because the manager's attitude is one of cooperation and interest in bettering his stand. Also, it gives the supervisor a definite pattern to follow. He, in turn, makes a complete supervision of the entire operation and cannot be sidetracked and overlook something that should be checked, which can easily happen when visiting a stand and conversing with a manager on the general stand operation.

Our Manager-of-the-Year program has spelled out COOPERATION in capital letters for us, in that each stand manager is striving for first place and is coming to us asking for assistance, rather than our showing and telling him what should and can be done to improve the stand. The improved efficiency of the operation has resulted in increased sales and, in turn, additional income to the manager. We are proud to say that our Vending Stand program last year was Number Two Program in the United States in earned income to vending stand managers.

To sum up, the prime factor in the success we have experienced is the wholehearted cooperation of everyone connected with the Vending Stand program.

THE MARYLAND WORKSHOP FOR THE BLIND

Trainee Evaluation

Trainee_____ _____Week, Date_____

Stand No. _____ Type_____Time_____to_____

Name of Appraisor_____

A—Personal appearance

1—Hands
2—Nails
3—Eyes and or glasses
4—Teeth
5—Skin
6—Hair
7—Weight
8—Clothing
9—Mannerisms
10—Offensive breath, or B.O.

Comments—

B—Customer approach

1—Greeting
2—Selling
3—Voice
4—Grammar
5—Alert
6—Excessive conversation
7—Too reticent
8—Sympathy-seeking attitude

Comments—

C—Business performance

1—Learning prices, wholesale and retail
2—Learning percentage of profit
3—Orientation to stand area and merdise locations
4—Ability to work under pressure
5—Compiling weekly report
6—Purchasing

Comments—

D—Other factors affecting trainee's efficiency

1—Ability to read and write Braille
2—Travel ability
3—Attendance
4—Punctuality
5—Cooperativeness in following instructions

Comments—

THE MARYLAND WORKSHOP FOR THE BLIND

Standards for Trainee Evaluation Form

Introductory interview and indoctrination relative to the Vending Stand Program: The training program is of twelve weeks' duration with emphasis on specific areas of training at different times during the training period.

First week

A.....1-10
C.....3
D.....2

Second and Third week

B.....1-8
C.....3
D.....3, 4, 5

Review—At the end of the third week, the trainee will come to the office and discuss his progress to date.

Fourth and fifth week

C.....1, 2, 4, 5
D.....1

Sixth week

C.....6

Review—At the end of the sixth week, the trainee will come to the office and discuss his progress to date.

Seventh through twelfth week

Strict evaluation of all categories with special emphasis where needed. There will be another review at the close of the ninth week and a summary and indoctrination meeting relative to a vending stand manager's responsibilities upon completion of training at the close of the twelfth week.

THE MARYLAND WORKSHOP FOR THE BLIND

Manager of the Year Evaluation

Stand No. _____ Manager _____ Date _____

Type of Stand _____ Name of Appraiser _____

	A	B	C	D	E
1. Display					
A—Attractive					
B—Grouping like merchandise					
C—Unauthorized Advertisement					
2. Manager's Personal Appearance					
3. Personal Appearance of Stand Assistants					
4. General Housekeeping					
A—Floor					
B—Walls and Ceiling					
C—Fixtures and Equipment					
D—Storage Area					
E—Cleaning Schedule					
5. Merchandise (stock)					
9—Adequate					
B—Unauthorized Merchandise					
6. Salesmanship and Management Efficiency					
A—Attitude toward Customers					
B—Attitude toward Business					
C—All Purchases on C.O.D. Basis					
D—Weekly Reports Accurate					
E—Merchandise Price: fair, high or low					
F—Hours of Operation & Attendance					
G—Gross Profit Percentage					
_____% Standing #_____					
TOTAL:—					
AVERAGE:—					

CONSTITUTION AND BY-LAWS
CODE OF ETHICS

CONSTITUTION AND BY-LAWS
OF
AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

Adopted July 8, 1947, at Baltimore, Maryland
Amended July 22, 1949, at Boston, Massachusetts
Amended July 14, 1950, at Salt Lake City, Utah
Amended July 17, 1953, at Washington, D. C.
Amended July 13, 1956, at Los Angeles, California
Amended July 11, 1957, at Chicago, Illinois

CONSTITUTION

ARTICLE I

Name

This Association shall be known as the American Association of Workers for the Blind, Incorporated.

ARTICLE II

Purpose

The purpose of this Association shall be to render all possible assistance to the promotion of all phases of work for, and in the interests of, the blind and to the prevention of blindness throughout the whole of the Americas, the Territory of Hawaii, and the insular possessions of the United States.

ARTICLE III

Membership

Section 1. All persons in the Americas, in the Territory of Hawaii and in the insular possessions of the United States interested in the welfare of the blind or in the prevention of blindness shall be eligible to membership in this Association. Every applicant for membership shall be approved by two members of the Association in good standing.

Section 2. The membership of the Association shall be classified into the following groups:

a. Executive heads of agencies doing city-wide, county and local work for the blind, executive heads of workshops and industrial homes for the blind, and executive heads of homes for the blind.

b. Rehabilitation specialists, placement agents and field officers for the blind, except those engaged in business enterprise or stand programs.

c. Home teachers and social workers other than home teachers engaged in work with the blind.

d. Lay and non-professional group. (This group shall be composed of persons employed in work for the blind or prevention of blindness on a non-professional level, and any other persons interested though not employed in work for the

blind or prevention of blindness.)

e. Executive heads of any Commission or Association doing statewide work for the blind.
f. Executive heads of national agencies for the blind and professional staff members.
g. Executive heads of residential and day-school classes for the blind, and teachers in residential and public-school classes.
h. Librarians for the blind, administrative heads of publishing houses for the blind and all others engaged or interested in publishing for the blind in any process.
i. Business enterprise and stand specialists.

Section 3. Additional groups may be formed from time to time by action of the Board of Directors; provided that a minimum of fifty (50) members in good standing will be required of all new groups so formed; and provided further that such action of the Board is approved by a two-thirds (2/3) vote of the membership present and in good standing at the next business meeting of the Association.

Section 4. Persons may be elected to honorary membership in the manner provided in the By-Laws.

Section 5. Any member may be declared to be not in good standing by a two-thirds vote of the members of the Association present and voting at any meeting, annual, or special, or by a two-thirds vote of the Board of Directors, for cause, of which evidence has been presented, which the Association or Board of Directors deem to be sufficient; and such members may be reprimanded, deprived of privileges of membership, suspended, or permanently dismissed, as may be determined by a two-thirds vote of those present and voting.

ARTICLE IV

Officers

Section 1. The officers of the Association shall consist of a President, a First Vice-President, a Second Vice-President, a Third Vice-President, and a Treasurer, all of whom shall be elected for a term of two years by the members of the Association in good standing. Voting shall be by means of a standing vote and the members shall remain standing until counted. In the event of a contest for the election of any officer, voting shall be by secret ballot, in any manner prescribed by the Board of Directors. The election shall take place not later than four o'clock in the afternoon on the next to the last day of the meetings in odd-numbered years, and said officers shall assume their duties at the conclusion of business on the last day of the meeting at which they are elected. A President shall not be eligible to succeed himself.

Section 2. The First Vice-President shall automatically succeed to the Presidency two years after his election; and shall exercise the duties of the office of the President in the event the office of the President becomes vacant; or in the judgment of the Board of Directors, the President is found to be incapacitated; provided further that such action of the Board may be set aside by a two-thirds (2/3) majority vote of the membership present and in good standing at the next business meeting of the Association.

ARTICLE V

Board of Directors

Section 1. There shall be vested in a Board of Directors the authority to govern the Association by directing its policies and operations in all matters relating to the purpose for which it has been formed.

Section 2. The Board of Directors shall appoint an Executive Director who shall serve at the will of the Board. The Board of Directors shall prescribe his duties and the conditions of his employment.

Section 3. The Board of Directors shall be composed of the elected officers of the Association, the immediately surviving Past President of the Association and one member from each of the established groups who shall serve for four years. Each group shall elect its own Director at the meeting at which the term of its Director expires. The terms of all Directors shall begin at the conclusion of business on the last day of the meeting at which they are elected.

Section 4. All established groups shall elect their Chairman and Secretary at each meeting in odd-numbered years, who shall serve until their successors are elected and qualify on the last day of the meeting, as is provided in Article IV.

Section 5. In the event of contests for elections, voting for Board Members and Group officers shall be by secret ballot should the member elected by a group shall not be eli- members of the group so desire. A Board gible to succeed himself.

BY-LAWS

Membership

Section 1. (a) Any eligible person living in the Americas, in the Territory of Hawaii or in the insular possessions of the United States may make application for membership in the Association to the Executive Director. Every applicant for membership shall be approved by two members of the Association in good standing. Annual dues shall be paid before the applicant can qualify as a member. Upon receipt of satisfactory information as to his major activity, each member shall be enrolled in the group in which he is entitled to membership by virtue of his position, occupation or interest. This procedure when completed will constitute membership in good standing. Any person may be elected an honorary member by the Association or Board of Directors, and have all the privileges of regular membership except that of voting. (b) Any eligible agency engaged in work for the blind or related fields, shall upon approval of the Board of Directors and upon payment of a sum fixed by the Board of Directors of the Association, hold a Sustaining Membership in the organization which will entitle it to all the privileges of regular membership except that of voting.

Dues

Section 2. (a) The annual membership dues of ten dollars ($10) or such other amount recommended by the Board and approved by the membership shall be due and payable on the first day of the calendar year. Each member in good standing shall be entitled to register without fee at conventions and to receive without charge all official publications of the Association. (b) Upon payment at any time of the sum of $100 cash, in full, or in minimum installments of $25 each, paid at no longer than twelve month intervals, any person otherwise eligible for membership may be enrolled as a Life Member, with all membership privileges and without further payment of annual dues. In the event of any lapse in the payment of installments, all installments paid shall be applied as advance payments of annual dues for as many years as the payments made can be so applied, beginning with the membership year in which the first installment was received. No refund of installment payments shall be made.

Officers

Section 3. Except as otherwise provided in these By-Laws, the duties of the officers shall be such as those prescribed in "Roberts Rules of Order, Revised."

The Board of Directors

Section 4. At each meeting in odd-numbered years, the Board of Directors shall nominate from the membership the following officers: First Vice-President, Second Vice-President, Third Vice-President, and Treasurer. Other nominations may be made from the floor. The President shall act as Chairman of the Board of Directors. Power shall be vested in the Board of Directors, in the interim between meetings, to take whatever action it may deem necessary for the government and direction of the Association. The Directors may fill vacancies on the Board for any unexpired term, by electing as a Director a member from that group represented on the Board by the Director whose place has become vacant.

Committees

Section 5. The Executive Committee shall consist of the Officers of the Association, and shall have charge of all matters delegated to it by the Board of Directors. An Auditing Committee of three members, none of whom shall be a member of the Board of Directors, shall be appointed by the President on the opening day of each annual meeting to audit the accounts of the Treasurer and to report to

the Association before the close of the meeting. All other Committees shall be appointed by the President and members shall serve at the pleasure of the President unless otherwise ordered by the Association or by the Board of Directors; such committees as may be appointed shall be empowered to sit with members of similar committees of the American Association of Instructors of the Blind, as members of such Joint Committees representing the American Association of Workers for the Blind and the American Association of Instructors of the Blind as may be constituted through parallel approval of the American Association of Instructors of the Blind.

Elections

Section 6. On the second day of each meeting in odd-numbered years the members of each group there present and entitled to do so shall elect one of their own number to represent the group on the Board of Directors, and shall certify the results of the election to the Executive Director in writing. Except where elsewhere provided, the method of voting shall be as provided in "Roberts Rules of Order, Revised." The Executive Director shall furnish to each group a list of members in good standing entitled to vote therein. No member shall be permitted to vote in more than one group.

Disbursements

Section 7. All income of the Association shall be received and receipted for by the Executive Director. He shall, no later than the fifteenth day of each month, pay over to the Treasurer all income received by him during the previous month, taking the Treasurer's receipt therefor. The Treasurer shall keep the funds of the Association in some convenient bank approved by the President. All funds shall be paid out on voucher checks in the form to be prescribed by the Board of Directors, signed by the Treasurer and countersigned by the President or the Vice-President. The fiscal year shall be from July first through June thirtieth.

Parliamentary Authority

Section 8. This Association, except as otherwise provided in its Constitution and By-Laws, shall be governed in all its meetings by parliamentary law as contained in "Roberts Rules of Order, Revised."

Quorum

Section 9. At any annual or special meeting of the Association 150 of the members present and in good standing shall constitute a quorum. At any meeting of the Board of Directors, a majority of the Directors shall constitute a quorum.

Amendments

Section 10. These By-Laws may be amended at any annual meeting by a two-thirds affirmative vote of those voting; provided, however, that the proposed amendment has been previously approved of by the Board of Directors, or proposed in writing and signed by twenty-five members in good standing, and provided also that the same information has been mailed by the Executive Director to each member at least thirty days before the vote is taken.

CODE OF ETHICS
OF THE
AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

Adopted, July 14, 1953, at Washington, D. C.

Amended, July 16, 1954, at Houston, Texas

Amended June 24, 1955, at Quebec, Quebec

Amended, July 13, 1956, at Los Angeles, California

The operations of all agencies for the blind entail a high degree of responsibility because of the element of public Trusteeship and protection of the blind involved in services to the blind. We therefore adopt the following basic principles, and ask all agencies relying upon public support for their programs of service to the blind to adopt these principles. Upon application, annually, the A.A.W.B. will issue its SEAL OF GOOD PRACTICE to all those agencies for the blind which agree to accept and to adhere to these provisions.

1. Board. An active and responsible governing body, with legal authority, serving without compensation, holding regular meetings, and with effective administrative control.
   - *(a) No more than one paid staff member should serve as member of the governing body.
   - *(b) Four meetings a year of Board and/or Executive Committee should be considered a minimum.
   - *(c) Vacancies on the Board of a private agency should be filled by election, not by appointment, except perhaps on a temporary basis.
2. Purpose. A legitimate purpose and with no avoidable duplication of the work of other sound organizations.
3. Program. Reasonable efficiency in program management, and reasonable adequacy of resources, both material and personnel.
   - *(a) Service reports should reflect volume of service in each area where service is claimed. They should be available to the public and should contain a statement of receipts and expenditures or an indication of where such information might be obtained.
4. Cooperation. Evidence of consultation and cooperation with established agencies in the same or related fields.
5. Ethical promotion.
   - (a) Ethical methods of publicity, promotion, and solicitation of funds.
   - (b) No portrayal of the blind as helpless.
   - (c) No use of any living blind person's name or picture without prior permission of individual concerned.
   - (d) No granting of the right to commercial manufacturers or vendors to couple their support of programs for the blind with their sales promotion.
   - (e) No representation of products as made by the blind unless the agency employs blind persons to an extent constituting not less than 75 per cent of the total personnel engaged in the direct labor of production of manufactured blind-made products. Temporary exceptions may be recognized in the case of experimentation with new products and/or processes.

     Direct labor production means all work required for preparation, processing and packing, but not including supervision, administration, inspection and shipping.

     Definition of blindness: The term "blind individual" means an individual whose central visual acuity does not exceed 20/200 in the better eye with correcting lenses, or whose

*Adopted, 1954, at Houston, Texas.

visual acuity is greater than 20/200 but is accompanied by a limitation in the fields of vision such that the widest diameter of the visual field subtends an angle no greater than 20 degrees.

*(f) Publishers of Braille periodicals should check their subscription lists at least once a year to ascertain whether or not their publications are still desired.

6. Fund-Raising Practice. In fund-raising:

(a) No payment of commissions for fund-raising.

(b) No mailing of unordered tickets or merchandise with a request for money in return. Exceptions may be recognized in the case of agencies which use and have used seals as a traditional part of their fund-raising techniques.

(c) No general telephone solicitation of the public.

(d) No entertainment by or in the name of an agency for the blind unless the complete net income from the sale of tickets is paid to the agency and unless the entertainment is in all other respects promoted in accordance with the principles set forth in the over-all statement of principles.

(e) No solicitation of funds in areas in which the agency soliciting renders no substantial service to the blind of that area.

**(f) No use of cannisters, coin boxes, collection boxes and such on the public streets and in public places; no "postman's walks" and similar fund-raising schemes.

***(g) No approval to agencies which accept funds from other groups which employ any of the above-mentioned methods of solicitation, which violate the Code of Ethics.

*(h) Twenty-five per cent of funds raised would seem sufficient for cost of fund-raising, although as much as 40 per cent might be justified in some cases. (Cost of office space may be excluded when computing percentage but bequests and income from investments should be excluded when computing total of moneys raised).

*(i) All moneys raised must be spent for the purpose for which they are solicited. If a justifiable shift is to be made, then the donors should be notified.

7. Audit. Annual audit of books by a State, Federal, or independent certified account ant showing all income and disbursements in reasonable detail.

8. Budget. Detailed annual budget, translating program plans into financial terms.

9. Activities. Annual report of work of the agency, in reasonable detail, including a brief, informative statement of principal sources of income and types of expenditures, or an assurance in writing that an audited financial statement may be secured from an accountant (whose name and address shall be furnished).

10. Information. Agreement to furnish the A.A.W.B. such information as will serve to establish the right of the agency to the SEAL OF GOOD PRACTICE of the A.A.W.B. This to include a financial statement certified by the financial officer of the agency, in such reasonable detail as may be requested; information with respect to the budget of the agency; activities report and forecast of future programs and fund-raising projects. It is agreed that all such information shall remain confidential to the Certifying Committee of the A.A.W.B.

11. Appeal. In the event of disapproval of any application for the SEAL OF GOOD PRACTICE any agency so disapproved shall have the right of appeal to the Board of Directors of the A.A.W.B. for a review and final decision.

*Adopted, 1954, at Houston, Texas.
**Adopted, 1955, at Quebec, Quebec.
***Adopted, 1956, at Los Angeles, California

SUSTAINING MEMBERS

AMERICAN FOUNDATION FOR THE BLIND

15 West 16th Street, New York 11, N. Y.

Purpose

The American Foundation for the Blind was incorporated as a private agency on September 23, 1921, and opened its offices in New York on February 1, 1923. It was established by action of agencies serving blind persons and by their friends to promote higher standards of service throughout the United States on behalf of all blind and deaf-blind persons. In its work, the Foundation cooperates with, and makes its consultation available to, local, state and national governmental and voluntary organizations working with or for blind individuals and represents the interests of blind persons with the various agencies of the Government. Its objectives are to help those handicapped by blindness achieve the fullest possible development and utilization of their capacities and the maximum integration into the social, cultural and economic life of the community.

Program of Service

RESEARCH

Studies in education and rehabilitation of blind and deaf-blind persons; in legislation

and community-planning affecting them; and in the development of mechanical appliances used by people who happen to be blind or deaf-blind.

Consultation and Field Service

Consultation is offered in the areas of community-planning and in vocational, educational, and psychological services. Upon invitation, the Foundation will conduct surveys and studies of agencies and of city-wide and state-wide programs of services for blind persons. An up-to-date national register of deaf-blind persons serves as a guide to the planning of services to this special group.

Scholarships and Fellowships

A fellowship program designed to advance professional preparation of persons needed to staff the various programs of services for blind individuals, supplemented by a grant program to encourage research, both basic and applied. General scholarships are offered each year to qualified blind students who have been accepted by institutions of higher learning.

Professional Development

Advancement of professional competencies through institutes, workshops, and seminars sponsored by the Foundation, or developed in cooperation with other national agencies and with selected colleges and universities.

The Foundation Personnel Exchange aids qualified personnel to secure appointments in the field of service to blind persons, and schools and agencies to obtain professionally trained staff.

Technical Operations

Production of talking book records and experimentation in improvement of methods of sound-recording and reproducing. Field tests are carried on to establish the usefulness of new devices in the electronic as well as the mechanical field.

Publications and Library Service

New Outlook for the Blind (General professional monthly journal in ink-print, Braille and talking book editions; talking book edition includes announcements of new talking book releases.)

Touch—and Go (Informational periodical for deaf-blind persons published in Braille and limited ink-print editions.)

Braille Book Review (Service periodical for blind users and librarians published in Braille and ink-print.)

Talking Book Topics (Service periodical for blind users and librarians about recorded literature published in ink-print form.)

Directory of Agencies Serving Blind Persons in the United States and Canada (Biennial.)

Books and pamphlets of professional content are published regularly, and more than 20,000 ink-print books, pamphlets, monographs and other material are available on loan to anyone interested in services for blind persons.

Special Services to Blind Individuals

Arrangements for "one-fare" privileges for blind persons and their guides on railway and bus lines.

Sale of Braille watches and other special appliances, tools and aids for the blind, at cost.

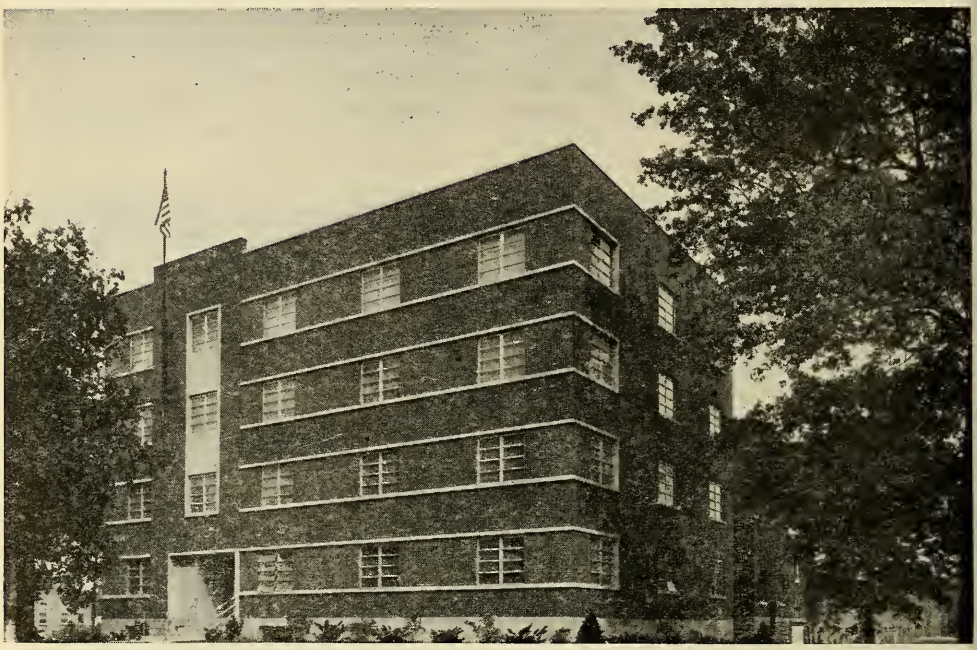
Public Education

A department which is established to use every means of communication, television, radio, and the printed word, in articles and news releases, to help acquaint the public in general in the modern concept of blindness, and also to advise anyone who is blind of the services, aids or benefits available to him.

AMERICAN PRINTING HOUSE FOR THE BLIND, INC.

(Chartered in 1858)

1839 Frankfort Avenue, Louisville 6, Kentucky



When schools for the blind were established in this country over a century ago, one of the greatest needs was for an ample supply of embossed books and special apparatus for instructional purposes. A central, national printing house to supply all of the states was proposed, and on January 23, 1858, Kentucky chartered the American Printing House for the Blind. Celebrating its Centennial during 1958, the Printing House is the oldest national institution for the blind in the United States and the largest publishing house for the blind in the world.

Operating on a non-profit basis, it furnishes books and apparatus for the education of the nearly 13,500 blind children enrolled in public educational institutions for the blind and in regular public schools throughout the United States and its territories, through an annual appropriation by Congress under the Act of 1879 "To Promote the Education of the Blind." The appropriation for the 1959-1960 fiscal year amounted to $410,000.

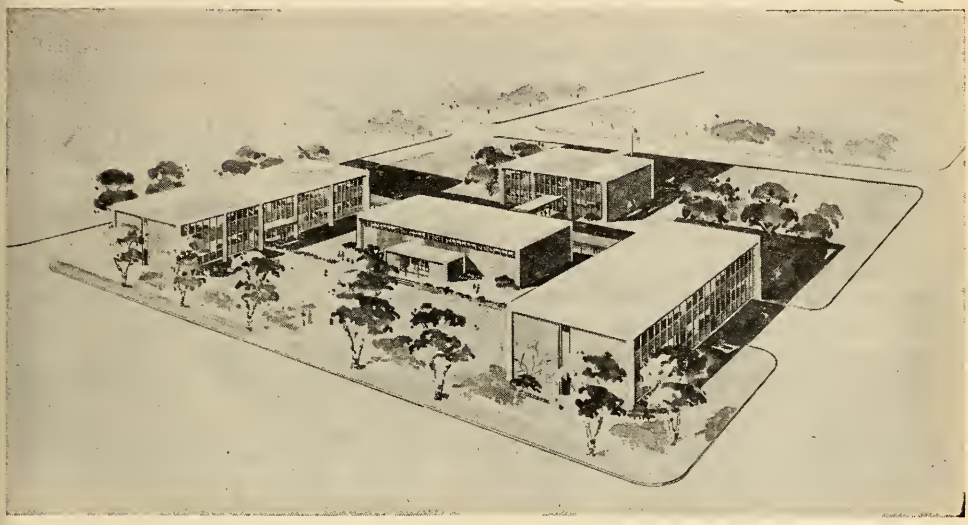
In addition to its responsibilities as the official schoolbook printery, the Printing House acts in its capacity as a national, private, non-profit organization by offering its services to individuals and other agencies wishing to provide literature and materials for the blind, including some 70-odd Braille and Talking Book magazines issued on regular schedules, not to mention hundreds of Braille and Talking Books, and other items. As a special project of its own, since September, 1928, it has published a Braille edition of *The Reader's Digest*, and a Talking Book edition since September, 1939. Beginning in January, 1959, it has sponsored a Talking Book edition each weeks of *Newsweek* magazine. These publications amount to some $1,290,000 per year.

In addition to Braille and Talking Book publications, the Printing House publishes textbooks in large print for partially visioned children, Braille music, and recorded tapes, as well as manufacturing a wide variety of educational aids.

ARKANSAS ENTERPRISES FOR THE BLIND, INC.

2811 Fair Park Boulevard, Little Rock, Arkansas

Roy Kumpe, Managing Director



The Arkansas Enterprises for the Blind, Inc., is a non-profit organization administered by a 35-member Board of Directors. It has a three-fold purpose:

1. To operate a vending stand program as nominee for the Arkansas Rehabilitation Service.

2. To carry on a public education program in cooperation with the Lions Clubs of Arkansas on the prevention of blindness and the abilities of blind persons.

3. To operate the Southwest Rehabilitation Center for the Blind which provides adjustment training under the sponsorship of the Lions Clubs of Arkansas (A regional center serving states of the South, West and Mid-West).

The Southwest Center has been approved by the Department of Public Health and Welfare for a Hill-Burton grant to provide expansion of its present facilities. Its present capacity will be doubled and its services will be expanded to include: An optical aids clinic, training for preschool children, senior blind citizens, for parents of blind babies, and professional workers.

BLINDED VETERANS ASSOCIATION

3408 Wisconsin Avenue, N.W., Washington 16, D.C.

The Blinded Veterans Association is a membership organization of veterans blinded as a direct result of their service in the Armed Forces of the United States. It was organized in 1945 and was incorporated under the laws of the State of New York in 1947. In 1958, the BVA was nationally chartered by an act of the U. S. Congress.

The Association is governed by a Board of Directors consisting of ten blinded veterans elected by the membership. The Board has the benefit of counsel from an Advisory Committee, which is made up of leaders in the fields of rehabilitation, research, labor, business, and management.

The Binded Veterans Association is deeply concerned with the problems imposed by blindness and in the most effective ways to deal with them. Athough its primary function is to assist blinded veterans to re-establish themselves as productive citizens, the programs and policies of the Association are designed to benefit all blind persons. This long-range objective can be implemented effectively by demonstrating the patterns of success that are derived from total rehabilitation.

The Association serves all blinded veterans through some aspect of its program, regardless of the individual's membership status. However, the BVA is primarily concerned with the needs of the war-blinded of World War II and the Korean War, since these men are still young enough to adapt readily and are potentially employable.

The service program of the Blinded Veterans Association has three major aspects: Field Service, National Service, and Public Education.

Field Service is the heart of BVA's rehabilitation program. It is designed to fill the gaps in Government programs and to effectively and efficiently utilize existing community resources on behalf of the war-blinded.

BVA Field Representatives enjoy the complete cooperation of the Veterans Administration and the vast majority of other public and voluntary agencies serving blind persons.

Blinded veterans receive the following services from BVA Field Representatives:

1. Encouragement to take special adjustment training at VA Hospital, Hines, Illinois.
2. Encouragement to accept vocational counseling and training.
3. Assistance in finding employment.
4. Assistance in obtaining veterans' benefits provided by law.
5. Encouragement to participate in community activities.

The Blinded Veterans Association assists all of the war-blinded through its National Service program. Among the activities carried on by the BVA in this phase of its program are the following:

1. Extension of employment opportunities for the blind in Government through changes in Civil Service regulations and procedures.
2. Liaison with Government agencies concerned with the rehabilitation of the war-blinded and the blind in general.
3. Cooperation with national agencies for the blind to raise standards of rehabilitation.
4. Consultation with the Congress to ensure sound legislation for the war-blinded and the blind in general.
5. Service to individual blinded veterans requiring action on the national level, such as appeals before Government boards, clarification of policies and procedures, etc.

The BVA's Public Education program is small in scope. Its primary current function is the preparation of the *BVA Bulletin*, the organization's national publication through which it keeps the war-blinded, workers for the blind, and interested individuals informed about veterans' benefits, job opportunities, accomplishments of individual blinded veterans, the latest technical aids, and other developments in the field.

Through special awards to employers who have given the blind a chance to demonstrate their ability, as well as awards to individual blinded veterans, the Association attempts to focus attention on the capabilities of the blind.

BRAILLE INSTITUTE OF AMERICA, INC.

741 North Vermont Avenue
Los Angeles 29, California

Recreation, Education, and Social Welfare Center for the Blind

Recreation and Education—Games, singing, ballroom and square dancing, Braille reading, longhand writing, typing, creative writing, Spanish, Bible study, book review, orientation, parliamentary law, expressive speech, nursing, knitting, loom-weaving, woodworking, ceramics, flower-making, leatherwork, sewing, sculpturing, rugs, organ.

Social Welfare—Business and professional guidance, non-interest-bearing loans for qualified business projects, white cane issuance, radio repair, adjustment of new cases to blindness, assistance in the selection of visual aids for the partially sighted, home teaching in Braille reading, household economics, culinary work, and general homemaking.

Library—Free circulation of 12,500 volumes of Braille and other raised type literature—classical, fictional, technical, historical, and religious—as well as nearly 10,000 complete "Talking Books" (phonograph discs) —a catalog of subjects almost as complete as the library's Braille literature.

Vocational Rehabilitation—Advanced orientation, counseling in selection of vocational objective, assistance in training, aid in employment placement.

Publications—Non-profit production of literature for the blind in raised characters for finger-tip reading—dictionary, cookbook, magazines—others.

Appliances for the Blind—Distributed free or at cost price as the case requires. Braille writing appliances, watches and clocks, thermometers, games, handicraft materials, rulers, and the like.

THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND

National Offices: 929 Bayview Avenue, Toronto 17, Ontario

Employment—Open to those whose health and abilities meet the necessary standards in industry, CNIB canteens and sheltered shops.

Farm Counselling—Program of information and advice concerning farm problems.

Social Service—For the intimate problems that accompany blindness, professional social workers are always available. Specially trained sightless field secretaries serve the blind through Ontario's 14 district offices.

Pre-School—Special counselling and advice concerning early training and development await the parents of blind little ones.

Recreation—A year-round program in co-operation with the Canadian Council of the Blind offers a variety of activities for young and old alike.

Residence—In Ontario's large cities, 9 modern residence and service centers provide a homelike atmosphere.

Home Teaching—In crafts, touch-type reading, the typewriter, and household skills. It restores independence and confidence.

Library—Braille, Moon, and Talking Books provide reading in a large variety of subjects. A music library serves the needs of blind musicians, and the guidance of a professional music consultant is always at hand.

Concessions—Theatre passes, travel reductions, streetcar passes, bring these facilities within reach of all.

Discounts—On watches and numerous household appliances from radios to toasters provide a considerable saving for sightless purchasers. Braille watches and equipment devised for the blind reduce the strain of sightless living.

Salesroom—Provides raw materials from which sightless craftsmen produce "Blindcraft" products.

The War-Blinded—Special privileges assist sightless veterans.

The White Cane—Folding for purse or pocket or straight for permanent use, it is the symbol of blindness, and a valuable protection.

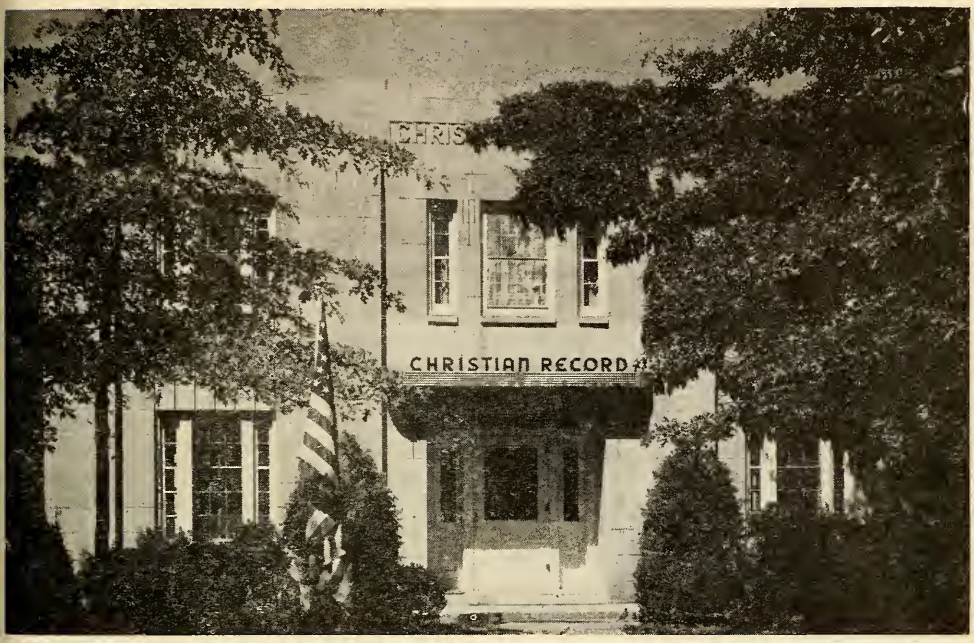
Prevention of Blindness—An active sight conservation program is maintained. In Ontario more than 12,038 have received help.

Eye Bank of Canada, Ontario Division, provides eyes to surgeons with clients in need of the sight-restoring corneal transplant operation.

Low-Vision Clinic—Provides special lenses for those whose sight is too poor to benefit from ordinary glasses.

CHRISTIAN RECORD BENEVOLENT ASSOCIATION, INC.

3705 South 48th Street, Lincoln 6, Nebraska



The CHRISTIAN RECORD BENEVOLENT ASSOCIATION, INC. was founded in 1899 for the purpose of providing the blind with free inspirational and devotional literature. The Corporation is administered by a Board of Trustees elected quadrennially and is supported financially by public contributions, special gifts, and the income from trust funds and endowment investments. Services are now being supplied to sixty-four countries outside the United States and Canada.

Publications: Seven monthly magazines are published and supplied free to the blind—two in Grade 1½ Braille, four in Grade 2, and one in New York Point. Five of these are for adults, one for youth, and one for children.

A quarterly Talking Magazine on two 12-inch double-face records, containing articles of an inspirational, educational, and devotional character, is published.

Talking Books: A number of selected non-fiction titles have been prepared as Talking Books and placed in the regional libraries for lending purposes.

Braille Library: The Association maintains a local lending library of several hundred volumes of non-fiction titles in both Grade 1½ and Grade 2 Braille.

Correspondence Courses: Nine Bible Correspondence Courses are offered: four in Braille for adults, two recorded courses for adults, and three Vacation Bible School courses for children.

Braille Paper: As a courtesy to its readers and others, the Association makes available at cost Braille paper for individual use. A list of cut-sizes and prices is available on request.

Print and Braille catalogs of publications, lending library titles, and correspondence courses may be had on request.

SINCE 1899 IN THE SERVICE OF THE BLIND

COLUMBIA LIGHTHOUSE FOR THE BLIND

2021—14th Street, N.W.

Washington 9, D. C.

The Columbia Lighthouse for the Blind is a non-profit agency operating a service program for the blind in the Washington area. It also operates a workshop.

SERVICES

Community Services—Home and hospital visits, orientation and teaching of basic skills of daily living, for those who cannot leave their homes.

Psychological Services—Psychological and aptitude testing — Individual counselling — Group counselling — Family counselling.

Adjustment Services—The teaching of fundamentals such as Travel, Home Economics, Communications, and other basic techniques needed by blind persons to successfully reorganize their way of life.

Evaluation Services—To explore with the blind person his vocational aptitudes, interests and abilities through the use of tools, machinery and job sampling.

Services for Deaf-Blind—Specialized training for deaf-blind persons.

Vocational Training—In cooperation with the D. C. Department of Vocational Rehabilitation the Lighthouse serves as a center for vocational and adjustment training of blind persons.

Employment—Blind persons are gainfully employed on many different jobs, turning out a variety of products.

Recreational Program—Using the facilities of the community and the Lighthouse.

Distribution Agency—For Talking Book Machines, White Canes, Radios, Braille Supplies, General Information about Blindness and Prevention of Blindness.

DELAWARE COMMISSION FOR THE BLIND

305 West 8th Street, Wilmington 1, Delaware

The Delaware Commission for the Blind was established by act of the State Legislature in 1909 for the education, training and general welfare of the blind. Programs include vocational guidance, counseling, training and placement; financial assistance; sheltered workshop for persons unable to be employed in private industry; training in the home by visiting teachers; service to preschool blind children and their parents; recreation; programs of prevention and restoration of vision; and training to become self-supporting through the operating of vending stands and snack bars. The Commission maintains a retail store for the sale of articles made by the blind; a small Braille library of books and periodicals; and distributes the Talking Book machines provided on allocation by the Library of Congress to the State. The Commission processes all applications for disability benefits for the Bureau of Old Age and Survivors Insurance of the Department of Health, Education, and Welfare on all applicants who claim a serious visual disability. The Commission has the responsibility of licensing agencies or individuals outside Delaware who wish to solicit funds in Delaware for the welfare of blind people.

In cooperation with the Wilmington City Schools, Braille classes have been established for blind children in the Wilmington area. Other blind children are enrolled at State expense in special schools of neighboring states, the Commission being responsible for supervision of their education.

The Commission operates Landis Lodge, located a short distance from the heart of Wilmington, where any blind Delawarean in good health may spend an enjoyable vacation at no cost to himself.

Under the terms of Delaware law, state agencies are required to purchase goods and services from the Commission for the Blind, when such goods and services are equal in quality and price with those available through normal channels.

The Commission is supported by State and Federal funds, and by private contributions.

GUIDING EYES FOR THE BLIND, INC.

Yorktown Heights. New York

Guiding Eyes for the Blind, Inc. this year marked its fourth anniversary of service to the sightless with the opening of new facilities at its Yorktown Heights, N. Y. training school. The addition enables the voluntary agency to accommodate an increased number of students during the year.

The school is a handsome colonial home, remodeled and enlarged, set in the countryside of upper Westchester County, N. Y. The blind students live at the school during the four-week training period, and every effort is made to achieve an atmosphere that is homelike in every way.

The emphasis is on quality in the training program. Classes never exceed six students in number. Full facilities allow for two classes at one time, and it is the school's aim to make the instruction as individual and personal as possible.

Eligibility: Any blind person between the ages of 17-55 may apply for the training. A brochure outlining requirements and explaining the training program is available, both in ink and in Braille.

Tuition: There is a nominal tuition fee of $150 for the training. Replacement tuition is $50. However, no deserving individual is ever denied the training, as full scholarships are available.

Transportation: Arrangements are made to meet students at the major terminals in New York City. If the cost of transportation to New York is a prohibiting factor, the student may receive assistance from the organization's travel fund.

Alumni Service: Through its follow-up program, graduates are assured of service and assistance whenever and wherever required. A carefully planned and organized apprentice instructor program is maintained, thus assuring a growing number of qualified instructors — the basis or backbone of the guide dog field.

Donald Z. Kauth, Executive Director
Edward F. Fouser, Director of Training
Peter F. Campbell, Student Relations

Awarded the AAWB Seal of Good Practice — June 1959

New York City Office — 11 West 42nd Street, New York 36, New York — LOngacre 3-6038

THE INDUSTRIAL HOME FOR THE BLIND

57 Willoughby Street, Brooklyn 1, New York

OUR TIME IS BRAILLE TIME . . . The first Braille clock has been erected by The Industrial Home for the Blind on the roof of the Braille Center-Day Center, 147-16 Archer Avenue, Jamaica, L. I. The new Center was dedicated on October 20, 1958 during our 65th Anniversary year and marks the 15th Facility operated by IHB. The Braille Center will be the control and distribution point for Brailled books and answer the great demand for Brailled texts and other reading material for blind children attending public schools throughout Long Island.

Private welfare agency offering complete rehabilitation services to blind adults and educational services to blind children of the four counties of Long Island. Program includes residence for blind men employed in special workshops; residence for aging, convalescing, and vacationing blind men and women; day centers in Brooklyn, Queens, Nassau, and Suffolk; Long Island Rehabilitation Center, 147-11 Archer Ave., Jamaica, New York, offering comprehensive rehabilitation appraisal and training services, including vocational diagnosis, training, counseling and placement, special day nursery school, placement in and scholarships for regular nursery schools, educational counseling, Braille transcribing, including a bindery and Braille center, and supervision and training of itinerant teachers for the blind; special workshops; social casework; medical and vision rehabilitation services; speech and hearing center; special services for the deaf-blind; recreation department including Clubhouse; professional training curriculum for new and prospective workers for the blind. Henry S. Conover, Pres.; Milton T. Vander Veer, Vice-Pres.; Matthew C. Jones, Secy.; Peter J. Salmon, Exec. Dir.

INDIANA AGENCY FOR THE BLIND

536 West 30th Street, Indianapolis 23, Indiana

Howard C. Carroll, Director

MARYLAND WORKSHOP FOR THE BLIND

2901 Strickland Street, P. O. Box 4413, Baltimore 23 (Circle 3-4567): inc. 1908

William S. Ratchford, Superintendent

Quasi public agency supported primarily by public funds, also by contributions and earnings. Services include training and employment; management of the vending stand program; home teaching and other home services; optical aids. Workshop: manufactures consumer goods; participates in government orders. Affiliated with National Industries for the Blind.

WESTERN BRANCH, 115 Milton Place, Cumberland; Service Center, three Western Counties. Includes training and employment.

Member: American Association of Workers for the Blind; Baltimore Council of Social Agencies; General Committee of Sheltered Workshops; National Broom Manufacturers; Allied Industries Association; Baltimore Association of Commerce; Cumberland Chamber of Commerce and Maryland Council for the Blind.

MINNEAPOLIS SOCIETY FOR THE BLIND

1936 Lyndale Avenue, South, Minneapolis, Minnesota

Byron M. Smith, Executive Secretary

NATIONAL INDUSTRIES FOR THE BLIND

22 West 17th Street, New York 11, New York

National Industries for the Blind is a non-profit organization incorporated September 13, 1938. It was established and authorized to provide a means of equitable distribution of Government orders among qualified agencies for the blind. It operates under the direction of the Committee on the Purchase of Blind-Made Products. It is governed by a Board of Directors.

National Industries for the Blind provides consultation to:

1. Assist individual agencies in the initiation of new workshop and industrial homework programs, or the improvement and expansion of going programs. It is concerned with plant, staff, equipment, operations, financing.

2. Promote research and experimentation in methods, processes and products offering industrial employment for the blind — including additional items for sale to the Federal Government.

3. Assist agencies to establish sales programs.

4. Provide a means on the national level for the exchange of informed opinion on all matters related to workshops and industrial homework for the blind.

5. Protect blind workers from exploitation.

National Industries for the Blind sponsors regular institutes and regional meetings on subjects pertinent to the workshop and industrial homework field. A comprehensive monthly bulletin is provided for associated agencies.

THE NEW YORK ASSOCIATION FOR THE BLIND (LIGHTHOUSE)

(Founded 1905; Inc. 1906.)

111 East 59th Street, New York 22, New York

Ridley Watts, President; Allan W. Sherman, Executive Director

Marian Held, Director, Department of Direct Services

Serves blind people of any age regardless of race or creed in Greater New York; managed by Board of Directors; maintained by private funds; 450 full-time employees (207 blind) in service and industrial departments.

Adjustment: social casework, medical social service, psychological guidance, preschool service for children and parents, home teaching and friendly visiting (also to hospitals and institutions), Low Vision Lens Service, Talking Books, Braille library, volunteer reading service.

Training: evaluation; pre-vocational and vocational training, including instruction in such skills and techniques as Braille, foot travel, handicrafts, home-making and personal care, script writing, commercial subjects, including complete courses in transcribing typing; English for foreign-born; newsstand operation; and industrial training for sheltered shops and outside placement (approved center for VRS trainees); scholarships for regular undergraduate and graduate students, and also for those taking special courses; two nursery schools and a music school.

Employment: vocational counseling placement at Lighthouse Industries, newsstand placement and supervision, industrial and commercial placement, part-time handicrafts.

Recreation: recreational activities for all ages, including dramatics, clubs, swimming, bowling, dancing, sports and games, crafts, social entertainments, choral groups, opera and theatre ticket distribution.

Research: through The Ophthalmological Foundation, The Lighthouse supports medical research on causes of blindness; encourages professional and lay education.

Vacation Camps

River Lighthouse (Hardy Memorial Home), Cornwall, New York — for blind adults, residents of Greater New York. Capacity 60. In operation for 10 weeks.

Munger Memorial Cottage, Cornwall, New York — for children 4-7 years. Capacity 8. In operation for 8 weeks.

Camp Lighthouse, Waretown, New Jersey — for teenagers and young adults. Capacity 40. In operation for 9 weeks.

Braille Transcribing Service: Publishes two magazines: *The Searchlight*, free worldwide distribution to blind children; *The Lighthouse Gleams* for adults; maintains a library of Braille material and an extensive library of Braille music.

Facilities in Queens:

Lighthouse Queens Center, 60-05 Woodhaven Boulevard, Elmhurst, provides complete services for blind residents of Queens at its Manhattan headquarters. The Center is also used for the Summer Day Camp Program for blind children and provides office space for the Queens Council of The Lighthouse.

Residence for Women, 60-15 Wetherole Street, Elmhurst — capacity 30.

Residential Clubhouse for Men, 31-65—46th Street, Long Island City — capacity 38.

Nursery School, 75-24 Grand Central Parkway, Forest Hills.

Lighthouse Industries, 36-20 Northern Boulevard, Long Island City, Carl E. Olsen, Manager—Employs 170 blind men and women; manufactures and sells brooms, mops, toy sets, scarfs, brushes, baby blankets, pillow cases, detergents and a number of other articles, under the label "LIGHTHOUSE QUALITY PRODUCTS." Member of NIB.

Public Interest Department, Neil Reiser, Director.

Obtains public support, and through the Division of Public Information and Education, all media are used to educate the public about the causes and prevention of blindness and about the abilities of blind people.

Operates **The Lighthouse Craftshop** at 111 East 59th Street, where blind-made products are sold.

THE NEW YORK GUILD FOR THE JEWISH BLIND

1880 Broadway, New York 23. New York

Blind employee operates air press in one of Guild's Contract Division shops where some 200 visually-handicapped workers of all faiths and races do subcontract work for nearly 50 industrial firms.

The New York Guild for the Jewish Blind, founded in 1914, is a non-sectarian social agency supported by voluntary contributions. It is dedicated to serving the blind and visually-handicapped of all ages, races and religions. It offers a professional staff (first in its field to provide this service) of caseworkers, group workers, nursery school teachers, vocational guidance and placement counselors and sheltered workshop supervisors.

Guild Services include individual and family casework and counseling, orientation and travel-training, a boarding-home program, vocational rehabilitation, work therapy, job training in sheltered workshops and placement both in the workshops and in industry. A full recreation and group-work program offers daytime and evening clubs, classes and special-interest activities for the employed, the retired and the elderly. The Institute for the Normal Development of the Blind Child provides a comprehensive program of educational and counseling services to visually-handicapped children and their families, and carries on research in the effect of blindness on child development. The Home for the Aged Blind in Yonkers, New York, offers medical facilities and a professional recreation program, in addition to expert institutional care for those advanced in age. The Guild's Braille Library, the largest private collection of hand-transcribed Braille books in the country, specializes in recording and Brailling material not available elsewhere for students and business and professional people.

The Objective in all phases of programming is to aid the client, as an individual, to utilize his maximum capabilities for integration in the normal life of the sighted community.

PENNSYLVANIA ASSOCIATION FOR THE BLIND
(est. 1910; inc. 1912)

1607 North Second Street, Harrisburg, Pennsylvania

Robert H. Stinson, President; Philip N. Harrison, Secretary and Executive Secretary; F. E. Weaver, Treasurer.

Purported to be the only voluntary, state-aided, STATE-WIDE organization for the blind in the country actually functioning upon the state-wide level.

(1) Serving the general well-being of Pennsylvanians already blind or partially sighted, including gainful employment; (2) Preventing unnecessary blindness in intimate collaboration with medical and auxiliary professions. This Association functions through its corporate headquarters at the above Harrisburg address and 31 local branches. The parent organization directly serves the 24 Pennsylvania counties in which no branches have been established.

Branch Addresses:

Armstrong-Indiana Branch, 115 North 6th Street, Butler
Beaver County Branch, 1803 7th Avenue, Beaver Falls
Bedford Branch, 209 West Pitt Street, Bedford
Berks County Association for the Blind, 2020 Hampden Boulevard, Reading
Blair-Centre Branch, 1507-09 13th Street, Altoona
Bucks County Branch, 171 South Main Street, Doylestown
Butler County Branch, 308 West Cunningham Street, Butler
Cambria County Branch, 301 Vine Street, Johnstown
Carbon-Monroe Branch, 37 Broadway, Jim Thorpe
Chester County Branch, 71 South First Avenue, Coatesville
Delaware County Branch, 100-106 West 15th Street, Chester
Erie County Branch, 230 East 21st Street, Erie
Fayette County Branch, 51 North Mt. Vernon Avenue, Uniontown
Hazleton Branch, 571 Alter Street, Hazleton
Juniata Foundation Branch, South Main and West Hale Streets, Lewistown
Lackawanna Branch, 228 Adams Avenue, Scranton
Lancaster County Branch, 506 West Walnut Street, Lancaster
Lawrence County Branch, 32½ South Beaver Street, New Castle
Lehigh County Branch, 614 North 13th Street, Allentown
Lower Susquehanna Branch, 241 Chestnut Street, Sunbury
Lycoming County Branch, 1246 Vine Avenue, Williamsport
Mercer County Branch, 69 South Oakland Avenue, Sharon
Montgomery County Association for the Blind, 1106 West Main Street, Norristown
Northampton County Branch, 129 East Broad Street, Bethlehem
Philadelphia Association for the Blind, 100 East Price Street, Philadelphia
Pittsburgh Branch, 308 South Craig Street, Pittsburgh
Tri-County Branch, 2336 North Third Street, Harrisburg
Venango County Branch, 406 West First Street, Oil City
Washington County Branch, 254 North Main Street, Washington
Westmoreland County Branch, 103 Alexander Avenue, Greensburg
Wilkes-Barre Branch, 35 East Union Street, Wilkes-Barre

The Association's Mobile Eye Clinic has in its short lifetime examined the eyes of approximately 10,000 medically indigent Pennsylvanians in those rural areas of the Commonwealth in which local, professional eye services are rarely available, if ever. This Mobile Clinic is operated in intimate cooperation with the Pennsylvania State Council for the Blind, Department of Public Welfare, Commonwealth of Pennsylvania.

PERKINS SCHOOL FOR THE BLIND
(Founded 1829)

Watertown 72, Massachusetts

Serving Blind Children of New England

AND

Deaf-Blind Children from Many States

In cooperation with Boston University School of Education, Perkins has two teacher-training programs: one for teachers of blind children, the other for teachers of deaf-blind children. Both courses are graduate level.

The teacher-training department seeks the cooperation of members of the A.A.W.B. in recruiting superior college graduates with suitable personalities for these courses.

General scholarship aid is available.

A descriptive brochure may be obtained from

Dr. Edward J. Waterhouse, Director

William T. Heisler, Head, Department of Teacher Training, with three trainees.

PORTSMOUTH LIONS CLUB

Portsmouth, Virginia

E. E. Harrell, Secretary

The Portsmouth Lions Club has two activities; however, its main activity deals with sight conservation. Jake Jacobson has been Chairman of the Sight Conservation Committee since 1937 with the exception of one year when he was President of the Club. During these years the work of this Committee has grown and, at the present time, the Portsmouth Lions Club, with the cooperation of ophthalmologists, optometrists and opticians, serve approximately 500 cases a year. In addition to eye examinations and the supplying of glasses, the Portsmouth Lions Club performs, through the ophthalmologists, approximately twenty operations a year. It is estimated that the Club expends approximately $6,000 a year for this work.

During the year 1958 the Club appropriated $10,000 to the Portsmouth General Hospital, which is planning a building program of approximately $2,000,000, and this money will be used to set up and equip an eye clinic.

In addition to the work described above, the Portsmouth Lions Club supplies white canes and makes contributions to State agencies, etc. in advancement of the work for the blind.

SECOND SIGHT-GUIDE DOG FOUNDATION, INC.

71-11 Austin Street, Forest Hills 75, New York

Second Sight - Guide Dog Foundation for the Blind, Inc., is a non-profit organization incorporated under the Membership Corporation Laws of New York State and serves the United States. It is managed by a Board of Directors whose members serve on a voluntary basis and receive no paid compensation. It is supported entirely by public contributions and annual memberships, and neither solicits nor receives Government aid. Second Sight has been awarded the Seal of Good Practice by the American Association of Workers for the Blind, Inc., for 1959.

The Foundation's primary purpose is to provide guide dogs, training in their use and care, board and lodging for qualified blind applicants. These services are given regardless of race or creed of applicants, anywhere in the United States, entirely free of charge.

To qualify for a guide dog, applicant must be totally blind or possess such little light perception so as not to interfere with the proper use of the dog; he or she must be in good physical and mental health and in need of the dog for constructive purposes. He must be able to provide adequate housing and care for the guide dog.

The duration of the course while client is in residence at the Smithtown, L. I., Training Center is four weeks' minimum. There are 6 to 8 students per class, and new classes are formed every two months. Provision is always made for replacement of guide dogs to former graduates.

To apply, client should write to the Administrative Office, 71-11 Austin Street, Forest Hills 75, New York. Forms will be forwarded to prospective applicant. Client pays own transportation and pick-up is arranged on New York arrival.

From the time the clients arrive at the Training Center until the time they have completed their training, they are under close supervision of their instructor. He is present constantly, observing and advising the students and dogs in all situations, thus enabling him to create a perfect unity between master and dog.

Periodic investigations are made after student has graduated to determine progress of client and guide dog, and he is asked, whenever necessary, to seek the advice and guidance of Second Sight - Guide Dog Foundation for the Blind, Inc.

America's Most Experienced Dog Guide School

THE SEEING EYE, INC.

Morristown, New Jersey

Founded 1929

"The dog is a liberating factor in life to some blind . . . not a luxury. . . As such he should go where he will do the most good. It is not the idea of any person interested in the work, I am sure, to advocate the placing of dog guides with all the blind — far from it. The dog guide is suitable for the man who can use him in his daily life, who wants an aide in making himself a free economic unit . . . who wants a wider, freer life. . ."

Dorothy Harrison Eustis

Founder of The Seeing Eye

Fee and Travel Costs. Applicants for The Seeing Eye service are asked to pay a small share ($150) of the cost of their dogs on terms entirely convenient to them. No blind person accepted for training pays more than $50 toward travel to and from Morristown, and even this amount will be advanced on request.

Literature and Films Available. For information regarding qualifications for Seeing Eye applicants and other material regarding the acquisition and use of Seeing Eye dogs, write directly to The Seeing Eye, Inc., Morristown, New Jersey. Please indicate if literature is desired in ink print, Braille or recorded form. A 16mm film in sound and color may be borrowed without charge, but it should be requested eight weeks in advance of date desired.

AS PART OF ITS WIDER service, The Seeing Eye also has available for free distribution a film (ROOM FOR RECOVERY) and an instructive brochure (IF BLINDNESS OCCURS) relating to the general rehabilitation of blind men and women. A research publication (The ROLE OF THE OPHTHALMOLOGIST IN THE REHABILITATION OF BLIND PEOPLE) is offered for sale at a price of $1.00, as is an historical monograph entitled A BRIEF HISTORY OF DOG GUIDES FOR THE BLIND. Requests and orders for these materials will receive prompt attention.

George Werntz, Jr.

Executive Vice President

VOLUNTEERS SERVICE FOR THE BLIND, INC.

332 South 13th Street, Philadelphia 7, Pennsylvania

A national volunteer organization which produces material in hand-transcribed and pressed Braille, sound recordings on disc and magnetic tape, and which embosses and distributes Braille periodicals.

MEMBERSHIP ROSTER

Key to Classification

a. Executive heads of agencies doing city-wide, county and local work for the blind, executive heads of workshops and industrial homes for the blind, and executive heads of homes for the blind.

b. Rehabilitation specialists, placement agents and field officers for the blind, except business enterprise specialists.

c. Home teachers and social workers other than home teachers engaged in work with the blind.

d. Lay and non-professional group. (This group shall be composed of persons employed in work for the blind or prevention of blindness on a non-professional level, and any other persons interested though not employed in work for the blind or prevention of blindness).

e. Executive heads of any commission or association doing state-wide work for the blind.

f. Executive heads of national agencies for the blind and professional staff members.

g. Executive heads of residential and day school classes for the blind, and teachers in residential and public school classes for the blind.

h. Librarians for the blind, administratvie heads of publishing houses for the blind, and all others engaged or interested in publishing for the blind in any process.

i. Business enterprise specialists for the blind.

Explanation of Symbols

†Honorary Life Member.

‡Life Member.

§Installment Life Member.

ADAM, Heinz (c)
Teacher, Hadley School f/t Blind, P. O. Box L, Winnetka, Ill.

ADAMS, Charles (a)
Shop Foreman, Wilkes-Barre Br., PAB, 35 E. Union St., Wilkes-Barre, Pa.

ADAMS, Robert C. (d)
Pres., Blind Craft of Ill., 2-N 719 York Ave., Elmhurst, Ill.

AINSLIE, Gladys M. (g)
Home Teacher, Va. Com. f/t Visually Handicapped, 253 Regent St., Hampton, Va.

§ALEVIZOS, George (d)
571 Washington St., Dorchester, Mass.

ALEVIZOS, John P. (d)
Prof., Market Research, Boston University, Boston, Mass.

‡ALFORD, Milton M. (b)
Counselor, Dept. Public Welfare, Div. f/t Blind, 407 High St., Chattanooga, Tenn.

ALLEN, Mrs. Alfred (g)
Teacher, 19 Prospect St., S. Orange, N. J.

§ALLEN, Mrs. Charlyn (c)
Home Teacher, Bur. f/t Blind, Div. Public Welfare, Jefferson City, Mo.

ALLEN, C. R. K. (g)
Supt., Halfiax School f/t Blind, Halifax, N. S.

ALLEN, Jerome M. (d)
420 Lippincott Ave., Riverton, N. J.

ALLEN, Myrtle L. (d)
Treas., Mercer Co. Br., PAB, Sharon, Pa.

ALLEN, W. E. (g)
Supt., Texas School f/t Blind, W. 45 St., Austin, Texas.

ALLWEIN, Herman (c)
Home Teacher, 318 S. Bouquet St., Pittsburgh, Pa.

ALLWEIN, Mrs. LaVerne (c)
Home Teacher, Pittsburgh Br., PAB, 308 S. Craig St., Pittsburgh, Pa.

ALSUP, Lon E. (e)
Exec. Dir., St. Com. f/t Blind, 1306 San Jacinto, Austin, Texas.

ALTDOERFFER, Frank (d)
Treas., Lancaster Co. Br., PAB, Lancaster, Pa.

ALTICE, Mildred (c)
Caseworker, N. C. Com. f/t Blind, Wilkesboro, N. C.

AMAN, Delbert K. (c)
Counselor-Home Teacher, S. D. Services t/t Blind, Pierre, S. D.

AMES, Mrs. Martha (a)
Exec. Dir., Washington Co. Br., PAB, 254 N. Main St., Washington, Pa.

ANDELMAN, Carl (d)
174 Payson Rd., S. Brookline, Mass.

ANDERSON, Christine (c)
Supv., Services f/t Blnid, St. Com. f/t Blind, P. O. Box 2658, Raleigh, N. C.

ANDERSON, Dorothy K. (b)
Rehab. Counselor, Pa. St. Council f/t Blind, 1 N. 13th St., Philadelphia, Pa.

ANDERSON, Mrs. Edna S. (h)
Libr., Utah School f/t Blind, 846 20th St., Ogden, Utah.

ANDERSON, Mrs. Gertrude (c)
Field Repr., Social Service Div., St. Com. f/t Blind, P. O. Box 559, Greenville, N. C.

ANDERSON, Herbert (c)
Home Teacher, Lancaster Co. Br., PAB, 506 W. Walnut St., Lancaster, Pa.

ANDERSON, James (b)
Evaluation & Adjustment Center, Columbia Lighthouse f/t Blind, 500 9th St., S.W., Washington, D. C.

ANDERSON, Jesse (h)
Mg. Editor, The New Messenger, Society for Aid o/t Sightless, 1164 21st, Ogden, Utah.

ANDERSON, R. N. (e)
Dir., Div. of Rehab., Va. St. Dept. of Ed., Richmond, Va.

§ANDERTON, Mrs. Winonah C. (c)
Caseworker, St. Com. f/t Blind, 708 Washington St., Roanoke Rapids, N. C.

ANDREWS, Dr. Francis M. (g)
Supt., Md. School f/t Blind, Overlea, Baltimore, Md.

ANDREWS, Mrs. Myrtle (d)
Stand Program Bookkeeper, Washington Soc. f/t Blind, 2324 F St., N. W., Washington, D. C.

ANGELIS, Edward M. (c)
Home Teacher, St. Council f/t Blind, 17 S. Front St., Harrisburg, Pa.

ANGLE, Philip E. (d)
Pres., Bd. of Dir., Mercer Co. Br., PAB, 69 S. Oakland Ave., Sharon, Pa.

ARMEL, Keith (b)
Mobility Therapist, Catholic Guild f/t Blind, Leechburg Rd., R.D. No. 1, Pittsburgh, Pa.

‡ARMSTRONG, Martha (d)
Sr. Steno., Dept. Public Welfare, Div. f/t Blind, 407 Hight St., Chattanooga, Tenn.

ARMSTRONG, Stewart E. (g)
Supt. & Prin., Ont. School f/t Blind, Brantford, Ont.

ARSENAULT, J. Emile (d)
New Bedford Reading Circle f/t Blind, 325 N. Front St., New Bedford, Mass.

ASHCROFT, Samuel C. (g)
George Peabody College for Teachers, Nashville, Tenn.

‡ATKINSON, J. Robert
5427 Barton Ave., Los Angeles, Calif.

AUBUCHON, Max (b)
507 E. Green St., Champaign, Ill.

AUCH, Arnold (b)
Counselor, Services t/t Blind, 109 W. 8th St., Sioux Falls, S. D.

AULD, Ronald C. (a)
Bus. Mgr., Chicago Lighthouse f/t Blind, 1850 W. Roosevelt Rd., Chicago, Ill.

AUSTIN, Mrs. Sarah (a)
Shop Instructor, Juniata Foundation Br., PAB, S. Main & W. Hale Sts., Lewistown, Pa.

AUTENREITH, J. Harold (d)
Member, Exec. Com., Pittsburgh Br., PAB, 308 S. Craig St., Pittsburgh, Pa.

AVE-LALLEMANT, Frederick W. (a)
Supv. of Industries & Sales, Bd. of Education o/t Blind, St. Office Bldg., Hartford, Conn.

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